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ABSTRACT

This Samoan language manual is designed for use by both teachers and students. The manual outlines and explains each lesson for the teacher and provides a source of reference for the learner. The lessons are intended for use in the classroom under the direction of the teacher. Total immersion in Samoan and exclusion of English are important features of the course. Each lesson contains a list of topics to be taught, the method to be used, and the necessary materials. The lessons are organized into eight units covering nominatives, numbers, pronouns, verb tenses, adjectives and adverbs, miscellaneous concepts, conjunctions and prepositions, idioms, and dialogues and stories. An appendix provides a Samoan grammar, an English-Samoan glossary, and a Samoan-English glossary. (RW)

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SAMOAN
LANGUAGE

A MANUAL FOR THE
STUDY AND TEACHING OF
THE SAMOAN LANGUAGE
AS TAUGHT BY
PEACE CORPS/W.SAMOA

JOHN F. MAYER

FL013887

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PEACE CORPS/WESTERN SAMOA

Memorandum

TO : Whom It May Concern DATE: December 1, 1975

FROM : William D. Lontz William D. Lontz
Director, Peace Corps/Western Samoa

SUBJECT : This Language Book

This Samoan Language book is one of several important publications prepared by Peace Corps/Western Samoa. It is not a text just for Peace Corps. It has been prepared to share with all who have an active interest in the Samoan culture and language.

Western Samoa is thought of, by many experts, as a developing nation ranking among the poorer countries of the world. Yet, in Samoa there is little want for the basics of food, clothing, and shelter. A good majority of the people are literate, and the government undergoes changes in a stable way. Many, including myself, have felt Samoa to be rich in all its benefits and sound in the wisdom that it uses in guiding itself. This richness has evolved for Samoa - evolved from a culture that has produced a lifestyle fashionable for the people. Further, it has evolved with enough flexibility to allow the leaders of Samoa to look ahead to regional inter-relationships and the place Samoa will have in a world community. The basic building block of the success of today and the promising success for tomorrow is, I believe, the things that have happened in the past and the way the culture has evolved and blended new ideas with the old order of accomplishing things.

For Peace Corps this has presented an interesting dilemma. Many of the jobs we undertake are for the development of the country for the future. For example, in the Social Studies Curriculum we try to stress Samoa's inter-relationships with the region and the world as a whole. In other areas of work we are designing buildings for tomorrow, developing accounting systems to encompass present and future economic growth and, in our science classes, teaching concepts on conservation of resources for a future generation's use. Having come from a traditionally growth oriented culture, it is natural for us to be able to accomplish the job, yet our dilemma has been in learning that we must understand and develop our thoughts with a view to the past and a conscious awareness of the tradition upon which Samoa has been built. That dilemma has been an asset to us since it has re-introduced us to some of the ideas that developed our own heritage. Further, it has helped us to attain a degree of flexibility and adaptability. I believe our work in Samoa has reflected the cross-cultural need to build for the future with a basic understanding of the past.

I believe this text itself, is recognition of the need to preserve traditional things that will help build the future. It is, to my knowledge, one of the most comprehensive text of the Samoan language in existence. It has been, and I hope will continue to be, our philosophy to use this text in the training of Volunteers so that they may better understand and appreciate the culture they are working in and thus accomplish those things which are wanted by the Samoan people. Let me reiterate our desire is to share the text with others who are now in or will come to work in Samoa.

Many hours of labor and testing have gone into this text. At this publishing date we have been in Samoa some 8 years, and this is the first permanent text to be published by our office. It is most appropriate that I take this opportunity to thank all those people who contributed their time and effort and ask that the users of this text take note of our acknowledgements for personal contributions.

In the mandate for Peace Corps, the President and our Congress asked that we build bridges and promote Peace between people of varying cultures. To me, this appears to be one small way of accomplishing this task. Soifua.

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INTRODUCTION TO THIS BOOK

This is a language manual for the study and instruction of the Samoan Language. It is divided into three sections. The introduction is the first part and it will tell you the purpose of the book, those responsible for its production, and how to use it for maximum benefit.

The second part contains a full course in the Samoan Language. It is presented as a teacher's manual containing each lesson in a step by step, clearly outlined sequence. The student will find that it is also a student's resource book, complete with a summary review of each lesson, detailed grammar notes and after class worksheets to re-inforce what has been learned.

The last part of this book is the appendix which can be used by student or teacher. In it there is a Samoan-English glossary; an English-Samoan word list in selected subject areas; a list of idiomatic expressions; a Samoan grammar section to help organize grammatical ideas; and a bibliography of consulted references as well as a list of further sources of information on the Samoan Language.

The purpose of this book is twofold. First, it is a complete instructor's manual for teaching Samoan Language in a classroom situation. Many varied techniques are used in this book, but each is laid out in such a way that an inexperienced instructor can easily follow the lessons in both content and methodology. Second, for the students, it is a clearly presented reference book that explicitly explains what has been taught, and contains follow up exercises for practice outside of the classroom. Even students with prior knowledge of Samoan will find this to be a valuable reference book for both the use and the structure of the Samoan Language.

The materials of this book and most of the methods in it have had two full years of trial in the field through Peace Corps language training programs, and although the approach is relatively new, most of the material herein has been in use for several years. Prior to 1973 all Peace Corps language training in Western was done according to a rote memorization-pattern drill in which the students were drilled with Samoan sentences and given English translations. Between the late 60's and beginning 70's, no fewer than four language manuals were developed for Peace Corps by various people based on this approach to language learning. It was conceded to be a successful but boring method. In 1973 a new technique was trialed by Peace Corps in Western Samoa which proved to be more successful, not only in increasing student motivation and interest, but in actually decreasing the total number of class hours necessary to reach the required language proficiency. The technique, based on the Silent Way, has since been modified, trialed and re-modified on approximately 150 Peace Corps Volunteers and 20 Samoan instructors with superior results.

The present book has been written in order to integrate and expand that language program with new materials and techniques as well as materials already accumulated to bring together both a complete teacher's manual and a student's resource book. This became necessary due to the complexity of the new technique, and the need for a complete collection of what has been learned about conversational Samoan. To do this required the help and co-operation of many individuals in compiling, trialing and editing this final product. I'd like to acknowledge the following people for their assistance in producing this book:

Mrs Koke Aiono of the Western Samoa Department of Education who helped develop many of the later lessons (Lessons 34-54) and comprehension stories, and corrected grammar and pronounciation throughout the book; Mr. Chris Lord (former Peace Corps Volunteer) for trialing the book in Peace Corps Training Programs and offering many suggestions in ways of developing and writing the lessons; Mrs Suluga Lameta of the Teachers' Training College of Western Samoa for proof-reading much of the book and giving suggestions on material content and presentation . For contributions to parts of the English-Samoan glossary, I would like to acknowledge the following people: Sally Hayes (Physical Education); Mike Müench and Mike Tranetzki (Agriculture); Craig Wilson (Biology). Thanks are also due to Gautusa Fa'avae and Tamali'i Tau'auve'a for trialing portions of the book in Peace Corps Training Programs, and Miss Suzanne Snelling (Peace Corps Volunteer) for the illustrations and art work. The following typists prepared the final manuscript: Fa'apaia Soi (the major part of the book), Mitimiti Ngau Chun, Veronica Heather, Matilda Kleis, and Henrietta Neru. Finally, a special thanks to Mr. Jack Slattery (Program and Training Officer, Peace Corps/Western Samoa) for making this book possible and offering suggestions throughout the writing.

Most of the lessons in the first five units were based on the lessons outlined in the book Silent Way, Samoan Language (J. Mayer, 1974). The lessons in units six and seven were developed for this book. The following texts were used to help establish guidelines on how structures were to be developed in those lessons: Conversational Samoan I and II (Campbell, Shore, Petaia, 1973); Let's Speak Samoan (Johnson, Harmon, Haymore, 1962). The dialogues in unit eight were based on similar dialogues in Conversational Samoan I and II. The Grammar Reviews at the end of each unit were written for this book. The following texts were used to check grammatical concepts that were developed; Pratt's Grammar

The teacher must bear the burden of ensuring that the student can get as much out of each class as possible. To insure that even an untrained instructor can present these lessons successfully, this book has been written as a teacher's manual for lesson presentation as much as a student's book.

The teacher will note that each lesson is presented very methodically so that what is being taught can be understood easily by the student. It is important for you, the instructor, to do two things before each lesson. The first is to read the entire lesson and understand each step, action, or word to be taught. The second thing is to prepare in advance all materials to be used in that class period. This means that all pictures or charts are not only to be drawn but also hung on the wall and ready for use. Similarly, materials such as playing cards, flowers, etc. must be on hand ready for use. When both of these are done, the teacher will find that the lessons progress smoothly and the students' attention is never lacking.

The teacher will also note that at the beginning of each lesson there is a list of the topics that will be taught, the method you are going to use, and all the materials necessary to teach the lesson. This will enable you to plan ahead in researching grammatical ideas , teaching methods, or in finding some hard-to-get aids. The approximate time listed for each lesson will vary a little depending on the teacher, the class, and the environment. Most lessons will take no less than the time indicated although some may take more.

There are eight units in this book. They are graduated so that, as the basic structures and vocabulary are acquired, the succeeding units increase in difficulty. Each of the first seven units contain new gramatical material that, taken as a whole, make up the basis of the Samoan Language. In addition, sections seven and eight contain stories and dialogues that utilize the materials covered in the first seven units. It is recommended that the book be followed in the unit sequence presented since both vocabulary and gramatical structure are built up from unit one to unit eight.

The number of class periods per day and consequently the time alotted for each unit will vary depending on the students and the teacher. One unit could be covered comfortably in two days assuming that some lessons would be repeated and reviewed and perhaps expanded to other activities outside of the classroom. Certainly there is no set time standard by which the teacher can pace his class. It is best to go at the students' own speed and review often by repeating lessons that the instructor or students feel need stressing.

Here are some suggestions to help the instructor in creating a good learning atmosphere in his classroom.

and Dictionary of the Samoan Language (Pratt, 1862); Samoan (Marsack, 1962); Samoan Dictionary (Milner, 1966); Samoan Grammar (Churchward, 1926). The English Samoan glossary was based in part on a smaller version found in Conversational Samoan II. The sections on mechanics, medicines, fishing, ceremonial speech, and idiomatic expressions were developed for this book. The Samoan-English glossary was cross-checked with the following texts; Pratt's Grammar and Dictionary of the Samoan Language, Samoan Dictionary, Samoan, Let's Speak Samoan.

HOW TO USE THIS BOOK

For the student it is intended that the greater part of the learning take place in the classroom under the direction of the teacher. The technique used is a total immersion in Samoan with the exclusion of English being an important feature. Those familiar with the Berlitz or De Sauze methods will find many similarities in the initial units of this language course. A basic vocabulary of functional words and gramatical structure is built up through a series of lessons in which Samoan is spoken, and actions, objects, or pictures are used to give meanings to these new utterances. The beginning lessons contain only a few simple words and structures which can readily be re-arranged or re-combined by the students to describe artificial situations improvised by the instructor. Each succeeding lesson adds more vocabulary and structure in the same way to enable the student to expand and modify these sentences to more meaningful and complete descriptions, until the student finds himself freely conversing in Samoan in later lessons. To achieve this, it is necessary for the student to assume an attitude of experimentation in the initial lessons and a complete freedom in trying to build meaningful sentences from the pool of Samoan that has been introduced. Naturally in an approach such as this, extensive introduction of new vocabulary is minimized in favor of only basic words and structures that will provide the student with a strong base to which later vocabulary can be added. Students will find that most of the supplemental vocabulary will be acquired outside of the classroom or in later class-oriented activities.

In theory students need only attend the classes to benefit from this technique, but to maximize retention the student should supplement the classes by reviewing the lessons, reading the grammar notes, and completing the exercises at the end of each unit. In addition, the new language must be practised out of class with the same degree of experimentation that is developed during the formal lessons.

1. Prohibit all English in the classroom.
2. Likewise prohibit smoking, eating and drinking in the classroom.
3. Encourage experimentation and conversation in Samoan.
4. Prepare each lesson before the beginning of the class so that everything is ready to be used when it is needed.
5. Limit class size to about 5 students per cla[illegible]
6. Adapt the lessons to suit your students. This includes objects used in the lessons as well as other material aids, location of the classroom, and methodology.
7. Keep the pace of the class fast but not over the heads of the students.
8. Review often.

The Silent Way technique used in this book follows the same pattern of lesson planning throughout the book. With this type of teaching, the teacher must always remember that the students should be given the opportunity to form new structures and sentence patterns by themselves. Only when this is not possible should the teacher model what is being taught for the students. The Silent Way lesson plans are used in the following way:

The teacher sets up his teaching aids and arranges the students in the proper position. There are three columns in the lesson plan. They are:

WORD ACTION TARGET RESPONSE

The WORD column contains all the words and phrases that the teacher will utter during that lesson. This is the teacher's column. This column contains the only words to be spoken by the teacher. The next column is the ACTION column. There is a corresponding action listed here for each utterance in the WORD column. Since no English is being spoken, it is important that the action be performed properly to show the students the meaning of the Samoan word being spoken by the teacher. For example, if the WORD is 'Ave, the appropriate ACTION would be to take something ('ave-take). In this way the students can understand the meanings of the utterances without being given English translations. The last column, TARGET RESPONSE, is what the students should be saying after the teacher has said the word and performed the action. Remember that the students will be combining and re-arranging the words to from sentences on their own. Samples of these sentences are listed under the TARGET RESPONSE, so that the teacher can tell if the students are developing along the desired line for that lesson. The teacher is not to speak the TARGET RESPONSE, this is for the students alone to speak. The teacher must be able to direct the students to the desired responses through his actions. That is why the ACTION column is listed, to show the teacher what to do in order to elicit the proper responses. At the end of each lesson there is a Summary Review to enable both the students and teachers to easily see what has been taught. The Grammar Review at the end of each unit is mainly for the student's benefit and should not be used in class.

When other teaching methodologies are used in later lessons there is a detailed explanation of the proper way to present these lessons using the new techniques. Again it must be stressed that it is primarily the teacher's responsibility to insure a well paced, well prepared lesson, and to maintain absolute authority over classroom conditions to insure the maximum possible benefit to all students.

As a final note of introduction, I wish to point out to the reader that the ultimate source or reference for pronounciation, spelling, definition of words, and grammar, has been the Western Samoan Department of Education. Mrs. Koke Aiono of the Samoan Language Curriculum Development Unit has devoted a great deal of time and effort to insure that what is presented in this book is in agreement with materials currently being developed for teaching Samoan Language in the government school system.

Unfortunately, Samoan is not yet standardized to the point where it is spoken and written uniformaly throughout the islands. Many of these variations are slight, but the student will notice that they do exist especially in the written language. Existing texts on Samoan are not widely used among the public and although there are some points of disagreement among them, the potential effectiveness they might have on standardizing the language and providing consistancy in what is being spoken is not realized. It is hoped that this book may contribute in some way to the Department at Education's program of preserving and standardizing the Samoan Language and therefore benefit both foreign and the native students of Samoan.

J.F.M.
December, 1975

SINGULAR AND PLURAL

DEFINITE AND INDEFINITE

POSITIVE AND NEGATIVE

PRONOUNCIATION

READING AND WRITING

LESSON ONE

TOPICS

(a) Nominative singular

The pen	'O le peni.
It's a pen	'O le peni.

(b) Simple command

take	'ave
bring	'aumai

(c) Conjunction, preposition

and	ma
to	iā

METHOD

Silent Way. Place several objects on the table (i.e. pen, pencil, notebook, paper). Following the lesson outlined below, the teacher will say the underlined word once very clearly (make sure all students are listening). At the same time the word is spoken by the teacher, the action must be performed to show what the word means.

After the student has heard the word and seen the action, the teacher motions for all the students to repeat the word, or target response. The teacher then listens to each individual repeat the response to make sure that everyone is pronouncing it properly. If one student is mispronouncing the target response, the teacher can call on a student who has pronounced it correctly to repeat it for the other student's benefit. If no one can say the response properly, the teacher must repeat it again when all are listening.

The target is included in the lesson so that the teacher has a written plan of what the students should be trying to say. The responses are the minimum that the student should be saying. They should be encouraged to say more than just these responses, and should experiment with all the new words they are learning to make up new sentences. The teacher must be prepared to correct any pronunciation errors that the student might make in this experimentation.

In some parts of the lesson the teacher is required to count the word or words of a sentences on his fingers. This enables the student to visualize the sentence easier and makes it easy for the teacher to add or eliminate words as the need arises.

MATERIALS

Several commonly used objects (i.e. pen, paper, notebook), a table and chairs. Remember that the objects you use should reflect the interests of your students. (i.e. kitchen utensils for housewives, pen and pencils for teachers or students).

TIME: 45 minutes

@@*@*@*@*@*@*@*@* THE LESSON *@*@*@*@*@*@*@*@*@*@*

Teacher says the Word below.	At the same time teacher performs the Action below.	Students say the Target Response below.

Word		Action	Target Response
(pen)	Peni!	Hold up a pen. (Hold up one finger to indicate one word)................	Peni!
(It's the)	'0 le	Hold up two fingers to indicate two words....	'0 le!
	'0 le peni!	Hold up the pen and three fingers to indicate three words.....	'0 le peni!
(notebook)	'Api!	Hold up a notebook....... Full sentence............	'Api! '0 le 'api.
		(Remember to review '0 le peni)	
(pencil)	Penitala!	Hold up a pencil......... Full sentence	Penitala! '0 le penitala.
(paper)	Pepa!	Hold up a sheet of paper	Pepa!

		Full sentence	'O le pepa.
		Place a pen and a notebook in the centre of the table.	
(and)	Ma!	Touch the empty space between the pen and the notebook.....................	Ma!
		Touch the pen...............	'O le peni.
		the space	ma
		and the notebook..........	'o le 'api.
		in that order and make students respond to each touch.	
		Using your fingers, indicate that the second 'o is to be thrown out	'O le peni ma le 'api.
		Try combinations of other pairs. (Make sure the second 'o is left out)............	(i.e.) 'O le penitala ma le pepa.
		Set out four objects in a line and touch them in the following manner.	
		the pen	'O le peni
		the space	ma
		the paper	le pepa
		the space	ma
		the pencil	le penitala.
		Now point to the whole line of objects and indicate a full unbroken sentence	'O le peni ma le pepa ma le penitala.
		Repeat this with other combinations.	

(take)	'Ave!	With everyone watching take any single object	'Ave!
	'Ave le peni!	Touch the pen and indicate one student must take it. All students repeat the command.	'Ave le peni.

	Indicate one student is to command another to take anything......................	'Ave le object.
	Let each student command and act several times. Make sure they expand the sentences to more than one object at a time.......................	(i.e.) 'Ave le peni ma le 'api.
Iā!	Motion away from yourself....	Iā!
'Ave le peni iā Ioane!	Indicate that the pen is to be given to one of the students. Students repeat. When you hear the correct target response immediately give the pen to that student..........	'Ave le peni iā Ioane.
	Point to a pencil and then another student. Student says	'Ave le penitala iā student's name.
	Let the students practice with each other.	

	Give each student an object.	
(bring) 'Aumai!	Hold out your hand and indicate that you want them to give their objects to you. All repeat....	'Aumai!
'Aumai le peni!	Hold out your hand to the student who has the pen and make him give you the pen. Indicate another student is to ask you for that same pen	'Aumai le peni.
	Immediately give him the pen, then indicate another student is to ask for the pen.........	'Aumai le peni
	Continue letting students ask for and receive the pen as well as other objects.	
	Finally, let them make up sentence about anything they have learned in the lesson..........	(i.e.) 'Aumai le peni. 'Ave le peni iā name. etc.

SUMMARY REVIEW

'O le peni.	It's a pen.
pepa	piece of paper.
'api.	notebook.
penitala.	pencil.
'O le peni ma le 'api.	It's a pen and a notebook.
'Ave le peni	Take (away) the pen.
'Aumai.	Bring (to me).
'Ave le peni iā Mika.	Take the pen to Mike.

* * *

LESSON TWO

TOPIC: Pronounciation

METHOD: Fidel Charts

MATERIALS

A large wall size Fidel Chart (below) and a pointer.

FIDEL CHARTS

Samoan Lanugage

Short Vowels				
A	E	I	O	U
AE	EA	IA	OA	UA
AI	EI	IE	OE	UE
AO	EO	IO	OI	UI
AU	EU	IU	OU	UO

1

Consonants			
F	G̲	K	L
M	N	P	R
S	T	V	

2

Long Vowels				
Ā	Ē	Ī	Ō	Ū
ĀE	EĀ	IĀ	OĀ	UĀ
ĀI	EĪ	IĒ	OĒ	UĒ
AŌ	ĒO	ĪO	OĪ	UĪ
ĀU	EŪ	IŪ	OŪ	UŌ

3

"A" Glottal Vowels		
'A	'A'A	A'A
'AE	'A'E	A'E
'AI	'A'I	A'I
'AO	'A'O	A'O
'AU	'A'U	A'U

4

"E" Glottal Vowels		
'E	'E'E	E'E
'EA	'E'A	E'A
'EI	'E'I	E'I
'EO	'E'O	E'O
'EU	'E'U	E'U

5

"I" Glottal Vowels		
'I	'I'I	I'I
'IA	'I'A	I'A
'IE	'I'E	I'E
'IO	'I'O	I'O
'IU	'I'U	I'U

6

"O" Glottal Vowels		
'O	'O'O	O'O
'OA	'O'A	O'A
'OE	'O'E	O'E
'OI	'O'I	O'I
'OU	'O'U	O'U

7

"U" Glottal Vowels		
'U	'U'U	U'U
'UA	'U'A	U'A
'UE	'U'E	U'E
'UI	'U'I	U'I
'UO	'U'O	U'O

8

TIME: 45 Minutes

THE LESSON

INTRODUCTION: The Fidel Charts used in this lesson are a variation of those used in the Silent Way technique. Because Samoan is a simple language in terms of pronounciation, these charts are not colour coded. Similarly, the dipthongs are not listed together in related sound groups because no two dipthongs have the same sound.

In these charts, and throughout the book, a bar over the vowel (Ā) indicates a long vowel. A long vowel is essentially a slight lengthening of the vowel sound. The glottal vowel will be represented by an apostrophy before the vowel ('A). A glottal vowel is an abrupt glottal beginning of the vowel sound.

The consonent 'H' is omitted in this book because of its very rare occurrence in Samoan. A more detailed explanation of pronounciation is in the Appendix.

THE EXERCISE

Students must be seated close to the wall chart. Teacher must be standing.

CHART NO. 1 - SHORT VOWELS

I. Point to each single vowel and pronounce each once. Students repeat after each one. Ā E I O U.

II. Move down the first column (A). Touch the vowel or vowels, pronounce each clearly and let the students repeat. The dipthongs are taught in the following way:

(i.e.) AE

Teacher points to and pronounces A and E separately.
Student pronounces A and E separately.
Teacher pronounces AE normally.
Student pronounces AE normally.

Continue in this way for all the A combinations and then repeat the process for all the E combinations, I combinations, O combinations and finally U combinations.

Note that after the first few rows of dipthongs are drilled, the students will probably be able to respond to the chart without the teachers modeling. This is to be encouraged, however the instructor should be prepared to correct mistakes.

CHART NO. 2 - CONSONANTS

Point to each consonant and pronounce each once. Students repeat immediately. After each consonant is repeated by the student, the teacher points to a vowel column in Chart No. 1 and the students pronounce the new combinations without the teachers modeling.

(i.e.) F.

Teacher points to and pronounces F.

Students pronounce F.

Teacher points to F and A (Chart No. 1).

Students say FA.

Teacher points to F and AE.

Students say FAE.

Teacher points to F and AI.

Students say FAI.

Teacher points to F and AO.

Students say FAO.

Teacher points to F and AU.

Students say FAU.

Repeat this procedure with all the consonants. Use all the short vowels in combination with the consonants.

CHART NO. 3 - LONG VOWELS

I. Teacher points to and pronounces each long vowel.

Students repeat immediately.

Ā Ē Ī Ō Ū

Immediately review the seven short vowel sounds once again for contrast.

A E I O U

II. Move down the first column (Ā) and say each dipthong once normally. Students repeat after each one. After each long dipthong immediately point to the equivalent short vowel dipthong in Chart No. 1 and let the students say it once to contrast the new long sound.

(i.e.) ĀE

Teacher points to and says ĀE

Students say ĀE

Teacher points to AE (Chart No. 1)

Students say AE

Repeat this procedure for all of the long Ā combinations (ĀI, AŌ, ĀU) and all the other long vowel columns (E, I, O, U). Always contrast each long dipthong with the corresponding short dipthong in Chart No. 1.

III. Point to some consonant and long vowel combinations and let the students pronounce them. Contrast the long and short combinations. (i.e.) FĀI and FAI.

CHART NO. 4 - 'A GLOTTAL VOWELS

I. Point to the 'A combinations and pronounce each once. Students repeat.

'A 'A'A A'A

II. Move down the first column ('A) and pronounce each dipthong once. Students repeat after each one. Contrast each with the equivalent short vowel dipthong.
(i.e.) 'AE

Teacher points to and says 'AE

Students repeat 'AE

Teacher points to AE (Chart No. 1).

Students pronounce AE.

Repeat with all of the 'A combinations, then repeat the procedure with the 'A'A column and the A'A column.

III. Point to some consonant and glottal vowel combinations and contrast with the long and short vowels.
NOTE: A consonant cannot come directly before a glottal vowel. Teacher must limit the combinations to the last column of 'A glottal vowels (A'A, A'E, A'I, A'O, A'U).

(i.e.) FA'I FĀI FAI

CHARTS NO. 5,6,7,8: Repeat the proceedure used for Chart No. 4.

* * *

LESSON THREE

TOPICS

(a) Singular demonstratives

This pen.....................	'O le peni lea.
That pen.....................	'O le peni lele/ lenā/lale

(b) Question word (what)

What is this?..............	'O le ā lea?
What is that?..............	'O le ā lele/ lenā/lale?

METHOD

Silent Way. This lesson is taught in the same manner as Lesson One. Note however the silent hand sign for eliciting a question from the student: trace a question mark in the air.

MATERIALS

Pairs of several common objects (those used in lesson one plus two or three new ones i.e. book, matches, comb). Again make sure you chose objects that your students can relate to. (i.e. Do not choose carpentry tools for a group of students who are teachers or dentists by profession).

TIME: 45 Minutes

THE LESSON

Word	Action	Target Response
	Hold up a pen;.............	'O le peni.
	Hold up each of the known objects in turn. Leave the new objects on the table but don't give their Samoan names.	pepa. 'api. penitala.

Word	Action	Target Response
(that) Lale!	Throw the pen far away but within sight......................	Lale!
	Hold up four fingers.	'O le peni lale.
	Practice with a few other objects thrown at a distance.....	'O le object lale.
(that) Lele!	Point to one object which you have placed in the centre of the table......................	Lele!
	Hold up four fingers.............	'O le object lele.
	Practice with other objects and review..........................	(i.e.) 'O le pepa lele. 'O le 'api lale.
	Give each one including yourself an object.	
(that) Lenā!	Make everyone point to your object and repeat...............	Lenā!
	Hold up four fingers............	'O le object lenā.
	Let them practice pointing to a friend's object. Remember to review lale and lele also.	
(that) Lea!	Make all the students point to the object still in his own hand and repeat.............	Lea!
	Indicate a full sentence........	'O le object lea.
	Review all demonstratives.	
	Make sure that students realize that lenā is used when referring to someone elses object, but lele is for something close by that no one possesses.	
(thing) Mea!	Touch any object and indicate students to respond................	Mea!
	Indicate a full sentence..........	'O le mea.
	Practice using objects close, far and near people.	'O le mea lea. lele lena lale

(what)	Ā!	Draw a question with your hand (hold up a finger to indicate one word)......................	Ā!
	'0 le!	Hold up two fingers............	'0 le!
		Now indicate a question and hold up three fingers	'0 le ā?
		Now place one of the new objects, which still hasn't been given a Samoan name into the centre of the table and point to it, Draw a question mark and indicate a full sentence.	'0 le ā le mea lele?
(the book)	'0 le tusi!	Immediately answer.	
		Indicate all are to repeat this answer	'0 le tusi!
		Try the question with a known object, Point to a pen and indicate a question,.............	'0 le ā le mea lele?
	'0 le peni!	Immediately answer	'0 le peni!'
		Throw another one of the unnamed objects far away (but well within sight of all) and indicate a question	'0 le ā le mea lele?
(comb)	0 le selu!	Immediately answer.	
		Have each student repeat the new answer....................	'0 le selu!
		Hold the last unnamed object in your hand and indicate a question	'0 le ā le mea lenā?
(match)	0 le afitusi.	Make each student repeat the new answer	'0 le afitusi!
		Give each student an object. Each student points to the object in his hand and asks of another student............	'0 le ā le mea lea?
		The other student answers....	'0 le object lenā.

Student now may ask questions about anything in the room or if time permits, everyone can walk outside and continue the exercise. Every student must repeat the name of each new object encountered.

SUMMARY REVIEW

'0 le tusi lea	This here book.
lele	That there book.
lenā	That there (someone's) book.
lale	That there (far away) book.

'0 le ā?	It's a what?
0 le ā le mea lea?	What's this thing?
lele	that
lenā	that
lale	that

'0 le mea lenā	'o le afitusi.	That thing is a	match.
lele	selu	That	comb
lale	peni	That	pen
lea	tusi	This	book

* * *

LESSON FOUR

TOPICS

(a) Nominative plural

Pens	'O peni.
They're pens	'O peni.

(b) Plural demonstratives

These pens	O peni ia
Those pens	O peni nā/lā

(c) Plural question (what)

What are these?	'O ā ia?

METHOD

Silent Way. Continue following the method used in previous lessons.

MATERIALS

Pairs of objects used in Lessons One, and two or three new pairs of objects (i.e. watches, cigarettes, rings).

TIME: 45 Minutes

THE LESSON

Word	Action	Target Response
'O le peni!	Hold up one pen. Hold up three fingers to show three words	'O le peni!
	Now hold up two pens and indicate on your fingers that the middle word (le) is to be thrown out	'O peni!

Word		Action	Target Response
		Try it with the other familiar objects...........................	'O afitusi. 'api penitala etc.
		Switch back to the singular a few times so that they realize the difference between singular and plural. (drop the le)	(i.e.) 'O le penitala. 'O penitala.
(those)	Lā!	Throw two pencils far away but well within sight.	
		Point to the two distant pencils...	Lā!
		Indicate a full sentence...........	'O penitala lā .
		Use other objects.	
(those)	Nā!	Place some books on the table and point to them.	
		Point to the books................	Nā!
		Indicate a full sentence..........	'O tusi nā.
		Use other objects and review lā.	
(those)	Nā!	Hold 2 notebooks and make everyone point to them.................	Nā!
		Indicate a full sentence..........	'O 'api nā.
		Let the students hold objects and describe them to each other. (Review all).	

Give each student pairs of objects.

(those)	Ia!	Teacher points to his own objects.	

Word	Action	Target Response
	Each says ia while he is pointing to his own objects	Ia!
	Indicate a full sentence.........	'0 objects ia.
	Practice with all the familiar objects using both singular and plural	'0 objects ia/nā/lā '0 le object lea/ lele/lenā/lale.

Word	Action	Target Response
(Things) '0 mea!	Touch several pairs of objects indicating that they are all things	'0 mea!
(When) Ā!	Draw a question mark...............	Ā!
	Indicate a full sentence with three words................................	'0 le ā?
	Throw out the second word (le)....	'0 ā?
	Point to a new pair of objects on the table (rings) and indicate a question............................	'0 a mea nā?
(Rings) '0 mama!	When the students say the question properly, teacher answers.	
	Point to the rings and have them repeat	'0 mama!
	Throw the cigarettes far away and indicate a question...............	'0 ā mea lā?
(cigarettes) '0 sikaleti!	When they ask the question properly answer immediately.	
	Indicate all must repeat	'0 sikaleti!
	Hold the pair of watches in your hand and indicate a question	'0 ā mea nā?
(watches) '0 uati!	Immediately answer.	
	Make everyone repeat the answer...	'0 uati!
	Give everyone a different pair of objects. Each student points to his own objects and asks another student	'0 ā mea ia?
	The other student replies.........	'0 objects nā

The students ask questions about anything in the room (or a walk outside). Make sure everyone repeats the new words as they are taught.

* * *

SUMMARY REVIEW

'0 uati .	They are watches.
sikaleti	cigarettes
mama	rings
'0 uati ia .	These here are watches.
nā	Those there
lā	Those there (far)
'0 ā?	They are what?
'0 ā mea ia?	What are these?
nā	those
lā	those
'0 mea ia 'o uati.	These are watches.
sikaleti	cigarettes
mama	rings

* * *

LESSON FIVE

TOPICS

(a) **Indefinite singular and plural**

Is it a pen?..................	'O se peni?
Are they pens?................	'O ni peni?

(b) **Negative singular and plural**

It's not a pen................	E lē 'o se peni.
They're not pens..............	E lē 'o ni peni.

METHOD: Silent Way

MATERIALS

The plural objects used in previous lessons plus two new pairs (i.e. glasses, ashtrays).

TIME: 45 Minutes

THE LESSON

Word	Action	Target Response
'O le 'api lele!	Point to a notebook on the table. Hold up four fingers to indicate a four word sentence....................	'O le 'api lele!
(a) Se!	Draw a question with your finger. Make everyone repeat the new word.........	Se!
	Now point to the notebook again, but this time when you hold up four fingers, touch the second finger and show that word is a question word..............	'O se 'api lele?

Word	**Action**	**Target Response**
	When the students ask the correct question then teacher must immediately answer:	
(Yes) 'Ioe!	Shake your head yes. All repeat....................	'Ioe!
	Indicate that the students are to answer in a full sentence after 'Ioe....................	'Ioe, 'o le 'api lele.
	(IMPORTANT: - The students must switch back to using le instead of se when they are giving a yes answer. Use your fingers for this changing).	
	Practice with other objects. DO NOT use the new objects yet.	

Word	**Action**	**Target Response**
'0 se tusi lele?	Point to a new object on the table (a glass) and ask the question.	
	Make everyone repeat............	'0 se tusi lele?
(No) Leai!	Shake you head no. Make all repeat this new word............	Leai!
	Practice this question using the names of different objects and pointing to the glass............	'0 se object lele?
	After each question the students say no.........................	Leai!
(It's not) E lē!	Show two words with your fingers. Shake your head no...............	E lē!
	Make everyone repeat stressing the long lē sound, so that it will not be confused with le the article.	

Word	Action	Target Response
'E lē 'o se peni lele!	Point to the glass and shake your head no. Say this sentence, and hold up six fingers.	
	Make everyone point to the glass and say the sentence..............	E lē 'o se peni lele!
	Make everyone point to the glass and say the sentence..............	E lē o se peni lele!
(glass) Ipu!	Identify the glass. All repeat......................	'O le ipu!
	Repeat this with other objects.	(i.e.) O se mama lenā? Leai, e lē 'o se mama lea. or 'Ioe, 'o le mama lea.
	Following the same procedure as the singular, continue with the plural.	
'O tusi nā!	Point to some books on the table. Hold up three fingers.............	'O tusi nā!
(some) Ni!	Draw a question in the air with your finger......................	Ni!
	Point again to the books but this time draw a question and hold up four fingers and touch the second finger to indicate that this is ni..............................	'O ni tusi nā?
	When you hear the correct question immediately answer.	

Word	Action	Target Response
'Ioe!	Shake your head yes.	
	Students repeat................	'Ioe!
	Indicate students are to respond in a full sentence.	'Ioe, 'o tusi nā.
	(IMPORTANT: Make sure the students remove the indefinite ni from their "yes" sentence. Use your fingers if necessary to show that ni is thrown out).	
	Practice with other familiar objects.	
'O ni ipu nā?	Point to a pair of unfamiliar objects (i.e. ashtrays) and ask if they are glasses.	
	Students repeat..................	'O ni ipu nā?
	Let students practice the question.	
	Shake your head no!	
	All repeat......................	Leai!
	Let students ask this question using the names of other familiar objects while pointing to the ashtrays.........................	(i.e.) 'O ni objects nā? Answer: Leai!
E lē!	Hold up two fingers to show two words. Shake your head no and point to the ashtrays.	
	All repeat......................	E lē!
E lē 'o ni ipu nā!	Point to the ashtrays and hold up 6 fingers.	
	Point to the ashtrays, make everyone point to them and repeat........	E lē 'o ni ipu nā!
Tālefulefu	Identify the ashtray.	
	Students repeat.................	Tālefulefu!

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Word	Action	Target Response
	Practice questions and answers with other objects, both yes and no answers. If time permits also review singular and plural together.	

* * *

SUMMARY REVIEW

'O se ipu? tālefulefu	Is it a glass? ashtray
'Ioe, 'o le ipu. talefulefu	Yes, its a glass. ashtray
Leai, e le 'o se ipu. talefulefu	No, its not a glass. ashtray
'O ni ipu ia? nā lā	Are these glasses? those those
'Ioe, 'o ipu ia. nā la	Yes, these are glasses. those those
Leai, e lē 'o ni ipu ia. na lā	No, these are not glasses. those those

* * *

LESSON SIX

TOPIC: Reading

METHOD: Word Charts

MATERIALS

A large wall chart like below with all the previously learned words listed randomly. The teacher needs a pointer.

'O LE PENI 'AVE LENĀ MA
E LĒ NI SE LEA 'AUMAI LĀ
'IOE MA IĀ MAMA LALE LELE
LEAI UATI Ā IA NĀ PENITALA
SELU SINA IOANE TĀLEFULEFU

TIME: 45 Minutes

THE LESSON

INTRODUCTION: The word chart is designed to provide an easy transition from spoken to written Samoan. Only words which have been previously introduced in class are listed on the chart. This enables the student to see written, the words and phrases which he can already use verbally. As with the fidel chart, the word charts used here are not colour coded due to the simplicity of the Samoan language.

THE EXERCISE

I. **PRONOUNCIATION:** Teacher points to each word and pronounces it once. Students immediately repeat after each word.

II. Teacher points to a series of words which make a complete sentence. Students say the words one at a time as the teacher points.

The teacher does not model the words.

(i.e.) 'O le peni

Teacher touches	'o
Students say	'o
Teacher touches	le
Students say	le
Teacher touches	peni
Students say	peni

The teacher must begin with short easy sentences from Lesson One and continue on with examples from later lessons (Lessons Three, Four and Five).

(i.e.)

'O le peni.
mama
etc.

'O le peni ma le penitala.
selu uati
etc etc

'Aumai le peni.
etc.

'Ave le peni iā Sina.
etc Ioane

'O se peni? 'Ioe, 'o le peni.
etc

Leai, e le 'o se peni.
etc

'O ni peni? 'Ioe, 'o peni.
etc

Leai, e lē 'o ni peni.
etc

'O le ā lea?
lele
lale

'O le ā le mea lea?
lele
etc

'O ā ia?
nā
lā

'O le peni lea.
uati lele
etc etc

'O le peni le mea lea.
uati lele
etc etc

'O peni ia.
uati nā
etc. lā

III. Allow students to come up and point out sentence while the rest of the class responds orally.

REVIEW DRILL ONE

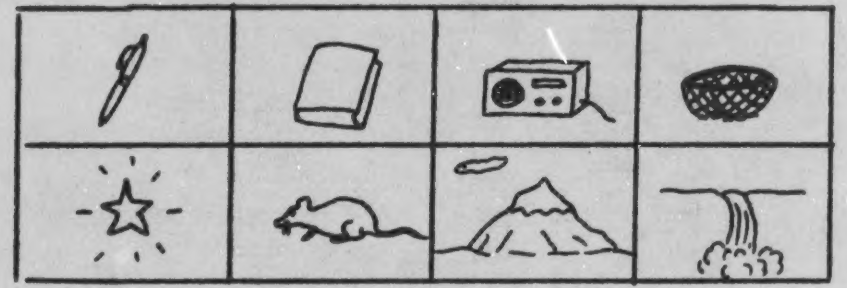
TOPICS

Nominative singular	'O le peni.
Singular demonstratives	'O le peni lea.
Singular question	'O le ā lea?
Nominative plural	'O peni.
Plural demonstratives	'O peni ia.
Plural question	'O ā ia.

METHOD: Substitution Drill

MATERIALS

A large wall chart like the one below.



TIME: 20 Minutes

THE DRILL

I. VOCABULARY

Teacher pronounces the name of each object pictured.
Students repeat.

peni
tusi
letiō
'ato

fetū
'isumu
mauga
āfu

II. STATEMENTS:

Teacher will model the sentence once after which the student will respond automatically as the teacher points to each new picture. MOVE QUICKLY ! Do not give the English translation.

'O le peni.		It's a pen.
tusi		book
etc.		etc.
'O le peni lea.	(Point down)	This is a pen.
tusi		book
etc.		etc.
'O le peni lele.	(Point away)	That is a pen.
etc.		etc.
'O le peni lenā.	(Point to yourself)	That is a pen.
etc.		etc.
'O le peni lale.	(Point far away)	That is a pen.
etc.		etc.

III. QUESTIONS:

Teacher says each of the four questions once (the first time only). Students must ask the question each time before describing the picture being pointed to.

'O le ā lea?	What's this?
'O le peni lea.	This a pen.
'O le ā lea?	What's this?
'O le penitala lea.	This is a pencil.
etc.	etc.
'O le ā lele?	What's that?
'O le peni lele.	That's a pen.
etc.	etc.

'O le ā lenā?	What's that?
'O le peni lenā.	That's a pen.
etc.	etc.
'O le ā lale?	What's that?
'O le peni lale.	That's a pen.
etc.	etc.

IV. MORE QUESTIONS:

Repeat the same procedure as before.

'O le ā le mea lea?	What's this thing?
'O le peni le mea lea.	This thing is a pen.
'O le ā le mea lea?	What's this thing?
'O le penitala le mea lea.	This thing is a pencil.
etc.	etc.
'O le ā le mea lele?	What's that thing?
'O le peni le mea lele.	That thing's a pen.
etc.	etc.
'O le ā le mea lenā?	What's that thing?
'O le peni le mea lenā.	That thing's a pen.
etc.	etc.
'O le ā le mea lale?	What's that thing?
'O le mea lale 'o le peni.	That thing's a pen.
etc.	etc.

V. PLURAL STATEMENTS:

Teacher must hold up two fingers and point to each picture to show plural.

'O peni	They're pens
etc	etc

'O peni ia. (Point down)	These are pens.
etc	etc
'O peni nā. (Point away)	These are pens.
etc.	etc.
'O peni lā. (Point afar)	These are pens.
etc	etc

VI. PLURAL QUESTIONS:

Again, the teacher says the question only once (the first time only).

'O ā ia?	What are these?
O peni ia.	These are pens.
etc	etc
'O ā nā?	What are those?
O peni nā.	Those are pens.
etc	etc
'O ā lā?	What are those?
O peni lā.	Those are pens.
etc	etc.

VII. MORE PLURAL QUESTIONS:

'O ā mea ia?	What are these things?
'O peni mea ia.	These things are pens.
etc	
'O ā mea nā?	What are those things?
'O peni mea nā.	Those things are pens.
etc	
'O ā mea lā?	What are those things?
'O peni mea lā.	Those things are pen.
etc	

REVIEW DRILL TWO

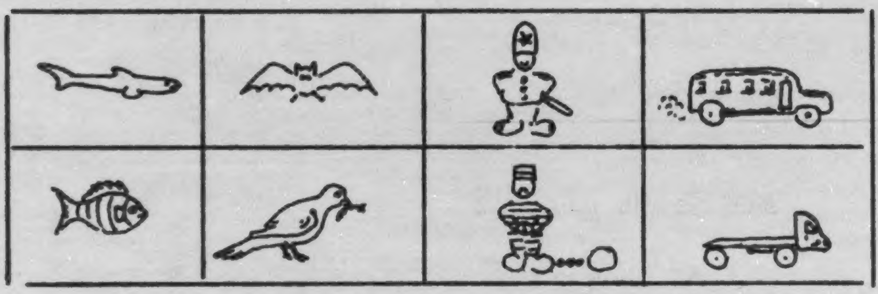
TOPICS

Indefinite singular and plural..........................	'O se peni? 'O ni peni?
Negative singular and plural............................	E lē 'o se peni. E lē 'o ni peni.

METHOD: Substitution Drill

MATERIALS

A large wall chart like the one below.



TIME: 15 Minutes

THE DRILL

I. **VOCABULARY:**

Teacher pronounces each picture and students repeat.

malie	pe'a	leoleo	pasi
i'a	lupe	pāgotā	loli

II. QUESTION - INDEFINITE:

Teacher models each section once. Students will automatically respond when teacher points to each picture.

'O se malie?	Is it a shark?
pe'a	bat
leoleo	cop
pasi	bus
i'a	fish
lupe	dove
pāgotā	prisoner
loli	truck
'O ni malie?	Are they sharks?
etc.	etc.

III. QUESTION AND ANSWER - POSITIVE:

Each picture has a question and positive answer. i.e. malie.

'O se malie?	'Ioe, 'o le malie.	Is it a shark?
etc.	etc.	etc
		Yes, it's a shark.
		etc.
'O ni malie?	'Ioe, 'o malie.	Are they sharks?
etc.	etc.	etc.
		Yes, they're sharks.
		etc.

IV. QUESTION AND ANSWER NEGATIVE:

(a) The top picture determines the question. The top answer is positive, the bottom picture is negative.

QUESTION	UPPER PICTURE	LOWER PICTURE
'O se malie?	'Ioe, 'o le malie.	Leai, 'e lē 'o se malie.
pe'a	pe'a	pe'a
leoleo	leoleo	leoleo
pasi	pasi	pasi
'O ni malie?	'Ioe, 'o malie	Leai, 'e lē 'o ni malie.
pe'a	pe'a	pe'a
leoleo	leoleo	leoleo
pasi	pasi	pasi

(b) Now reverse the procedure. The bottom picture determines the question. The upper is negative and the lower is positive.

QUESTION	UPPER PICTURE	LOWER PICTURE
'O se i'a?	'Ioe, 'o le i'a.	Leai, e lē 'o se i'a.
lupe	lupe	lupe
pāgotā	pāgotā	pāgotā
loli	loli	loli
'O ni i'a?	'Ioe, 'o i'a.	Leai, e lē 'o ni i'a
lupe	lupe	lupe
pāgotā	pāgotā	pāgotā
loli	loli	loli

GRAMMAR REVIEW ONE

NOTES ON LESSON ONE:

'O is usually referred to as a topic marker. This is probably because there is no equivalent in the English Language, but its function is similar to the third person singular of the verb "to be" (it is). There is no actual verb "to be" in Samoan.

It is a pen .... '0 le peni

It is possible in English to say only 'The pen' but the Samoan noun must be accompanied by '0 for it to be a complete statement.

SENTENCE	INCOMPLETE	COMPLETE
The boy	le tama	'0 le tama
The sun	le lā	'0 le lā
America	Amelika	'0 Amelika
Samoa	Samoa	'0 Samoa

Le is the Samoan definite article. It is always used in definite or positive statements. Since English sometimes uses the indefinite article (a) in definite or positive statements, the exact translation of "the" for Le is not always appropriate.

It's a boy! .... '0 le tama!

Ma means "and". It is usually repeated in sentences containing a series of nouns.

It's a pen, a book, and a pencil .... '0 le peni ma le tusi ma le penitala.

'Ave, 'Aumaí are simple commands. 'Ave means "to take" something or "give to" the speaker.

'Aumai le 'api .... Bring (me) the notebook.
Give (me) the notebook.

'Ave le 'api .... Take the notebook.
Give (to someone) the notebook.

Lā is a proposition similar to "to" in English. It is generally used before names and pronouns, otherwise another form, i, is used.

NOTES ON LESSON THREE:

Lea, lele, lenā, lale are the most commonly occuring singular demonstratives.

There are other variations of these four but they are mainly contractions or protractions and have basically the same meaning as those here. English recognizes only two singular demonstratives "this" and "that". Samoan has three main classes that are most easily explained in terms of spatial relationships.

lea	this	(usually in contact or in very close proximity to the speaker)
lele	that	(not too distant from the speaker)
lenā	that	(used for lele when the object is in someone elses possession)
lale	that	(at a great distance from the speaker).

Note: There are three formal demonstratives that will be introduced later because of their reoccuring roots - lenei, lenā (above), lelā

The demonstratives can occur both before and after the noun they modify:-

'O le mea lea .... this thing
'O lea mea
(note since these are all contractions of le + base, the singular article le is omitted before the demonstrative).

Ā is a question word used as the pronoun "what".

'O le ā? ....It's a what?
(What is it?)

'O le ā lea? ....It's a what this?
(What is this?)

'O le ā is also an idiomatic expression used when answering someones call.

Hey you!
What? .... 'O le ā?

NOTES ON LESSON FOUR:

Plural is shown by omitting the article before the noun. As opposed to English, Samoan nouns do not change from singular to plural (there are a few exceptions). Plural is assumed unless there is a singular indicator before the noun.

'O peni .... They are pens

Ia, nā, lā are the common plural demonstratives (these, those). The same pattern is followed as in singular.

ia	these	(close or touching)
nā	those	(not far or in someones possession)
lā	those	(far away)

Note: There are three formal demonstratives which will be introduced later because of their frequently occuring roots: nei, nā (above) lā (above).

The demonstratives can occur before or after the noun.

'O mea nā ....Those things
'O nā mea

Ā is used without an article because it is referring to plural objects.

'O ā mea ia? ....What are these things?

GRAMMAR REVIEW ONE

NOTES ON LESSON ONE:

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Plural is shown by omitting the article before the noun. As opposed to English, Samoan nouns do not change from singular to plural (there are a few exceptions). Plural is assumed unless there is a singular indicator before the noun.

'O peni .... They are pens

Ia, nā, lā are the common plural demonstratives (these, those). The same pattern is followed as in singular.

ia	these	(close or touching)
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lā	those	(far away)

Note: There are three formal demonstratives which will be introduced later because of their frequently occuring roots: nei, nā (above) lā (above).

The demonstratives can occur before or after the noun.

'O mea nā .... Those things
'O nā mea

Ā is used without an article because it is referring to plural objects.

'O ā mea ia? .... What are these things?

NOTES ON LESSON FIVE:

Se is the Samoan indefinite article (singular). It is always used in indefinite, or negative statements, and questioning somethings existence.

Give me a (any) pen	'Aumai se peni.
It's not a pen	E lē 'o se peni.
Is it a pen?	'O se peni?

Ni is the plural form of se. It is used in the same indefinite or negative sense as se.

Take some pens	'Ave ni peni.
They aren't pens	E lē 'o ni peni.
Are they pens?	'O ni peni?

E lē is actually two words. Lē means "not". E is a tense marker that is used to show present tense (as well as implied future). Together they form a very commonly used structure for the negative (It's not).

E lē 'o se va'a le_mea lale .... That thing isn't a boat.
Note that le and lē are two different words as indicated by the long vowel.

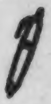
'Ioe, Leai are the respective utterances for yes and no. Yes has several variations: 'i, oe, 'io, e, 'io'e of which 'i is very common.

* * *

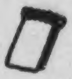
WORK SHEETS

NOTE TO INSTRUCTOR: These work sheets are samples that are included to help the instructor decide how the lessons are to be re-enforced out of the classroom. The examples used here are suitable for the lessons as they are presented in this book. The teacher is advised however, that interest and motivation of the students are two important factors in language learning. It is essential therefore, that the subject matter be relative to the interests of the students.

I. Students write a descriptive sentence for each picture. Some are questions.



1. ....
....



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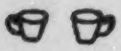

3. ....
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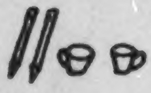

4. ....
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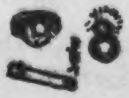

5. ....
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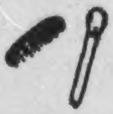

6. ....
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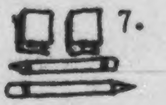

7. ....
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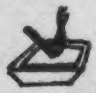

8. ....
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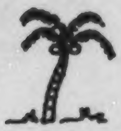

9. ?..............................
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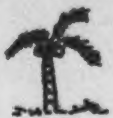

NIU

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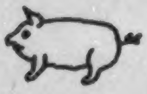

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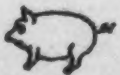
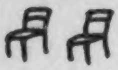


PUA'A

....
....



11. ?..............................
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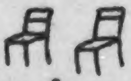
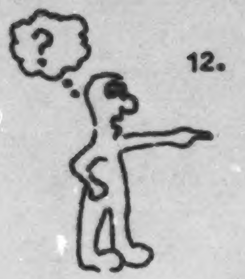
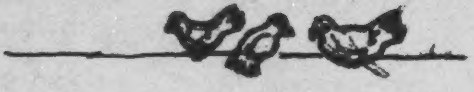


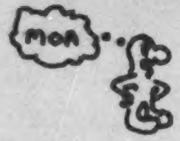
NofoA

....
....

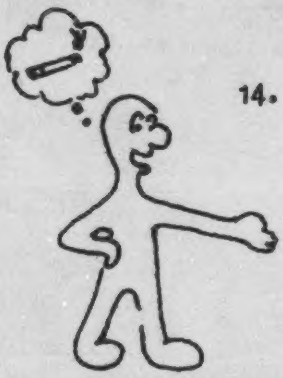
12. ....?



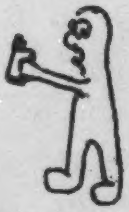




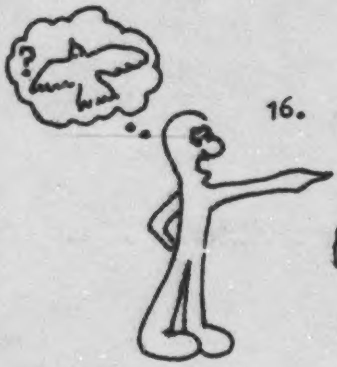
13. ....!



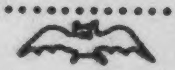
14. ....

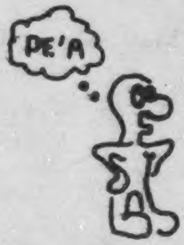


15. ....



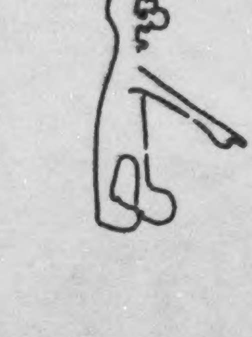
16. ....?



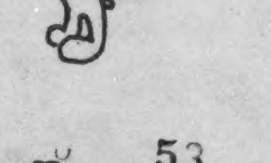


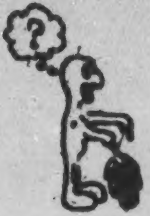
17. ....!

18. ....?

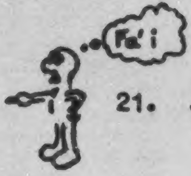


19. ....!





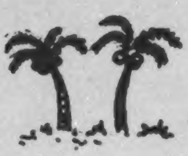
20. ....?



21. ....

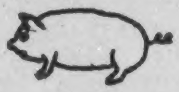
'O ā mea ia? 22. ....

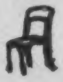
'O ni nofoa mea nā? 23. ....

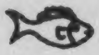


'O leā le mea lea? 24. ....

'O se moa lenā? 25. ....

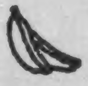


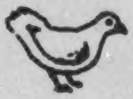
'O se nofoa lea?  26. ....

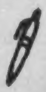
'O se pua'a lele?  27. ....

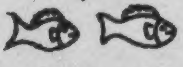
'O ā mea lā? 28. ....

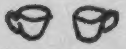
'O ni i'a mea nā? 29. ....

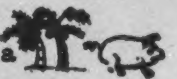


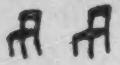
E lē 'o se fa'i lea?  30. ....

'O ni peni  31. ...'O le peni.........

E lē 'o se moa lā.  32. ....

'O se ipu lea?  33. ....

'O le niu ma le pua'a  34. ....

E lē 'o se i'a mea ia  35. ....

COUNTING

BUYING AND SELLING

TELLING TIME

LOCATION

LESSON [illegible]

[illegible]

(a) Numbers (one, two, etc.) .... tasi, lua, etc.
(b) How many? .... (E) fia?
(c) Present tense marker .... e

METHOD: Silent Way

MATERIALS

Deck of cards, blackboard (or blank paper), chalk (or marking pens). Familiar objects from earlier lessons (watches, pens, books, etc.)

TIME: 45 minutes

THE LESSON

Word	Action	Target Response
(card) Pepa!	Hold up some cards. IMPORTANT - do not show the face of the cards to the students. Just let them see the backs	Pepa!
	Indicate a full sentence	'O pepa.
	Hold up only one card..............	'O le pepa.
(one) Tasi!	Hold up one finger and point to the single card	Tasi!
'O le pepa e tasi!	Indicate a full sentence and point to the card	'O le pepa e tasi.
	Point to some other single objects (i.e. pen, chair, etc.) and let students give the response	'O le object e tasi.
(two) Lua!	Point to two cards on the table ..	Lua!
	Indicate a full sentence .... IMPORTANT - The singular articles le must be dropped when more than one card is used. If students don't drop the le, show with your fingers that it is to be removed.	'O pepa e lua.

Word	Action	Target Response
	Try lua with other objects. Remember to review tasi.	
(three) Tolu!	Point to three cards on the table...	Tolu!
	Indicate a full sentence............	'O pepa e tolu.
	Review all numbers and objects	
(four) Fā!	Same procedure...................... etc.	Fā!
(five) Lima!	Same procedure...................... etc.	Lima!
	Review all numbers 1-5 and objects.	

Word	Action	Target Response
(how many) Fia!	Draw a question with your fingers...	Fia!
	Place 4 cards on the table in a neat stack so that the students cannot see how many there are.	
E fia pepa nā?	Draw a question with your fingers and point to the pile.............	E fia pepa nā?
	When the question is mastered you give the reply.	
E fā pepa nā!	Count the cards with much action...	E fā pepa nā!
	Try the question again but with a different number of cards on the pile (5 cards).....................	E fia pepa nā? E lima pepa nā.
	Practice with other objects, all the numbers (1-5) and plural demonstratives (ia, na, la).	

Word	Action	Target Response
(six) Ono!	Show six cards....................	Ono!
	Indicate a full sentence	'O pepa e ono.
(seven) Fitu!	Show seven cards..................	Fitu!
	Indicate a full sentence	'O pepa e fitu.
	Place a stack of cards (6 cards) on the table and indicate a question........................	E fia pepa nā?

Word	Action	Target Response
	Let someone else count them and answer..........................	E ono pepa nā!
(eight) Valu!	Show 8 cards..................... Indicate a full sentence..........	Valu! 'O pepa e valu.
(nine) Iva!	Show 9 cards..................... Indicate a full sentence..........	Iva! 'O pepa e iva.
(ten) Sefulu!	Show 10 cards.................... Indicate a full sentence..........	Sefulu! 'O pepa e sefulu.
	Place a stack of cards on the table (8 cards) and let the student ask......................	E fia pepa nā?
	Let another student answer........	E valu pepa nā.
	Practice with all the numbers as well as with other objects.	
	Use the other plural demonstrations as well.	(i.e.) E fia pepa ia? E fia pepa nā?
(eleven) Sefulutasi!	Show 11 cards...................... Indicate a full sentence...........	Sefulutasi! 'O pepa e sefulutasi.
(twelve) Sefululua!	Show 12 cards...................... Indicate a full sentence...........	Sefululua! 'O pepa e sefululua.
	By now they should know the pattern for the teens. Let the students ask and answer each other questions using other teens as well.	(i.e.) E fia pepa nā? E sefulūfitu pepa nā.
(21) Luasefulu tasi!	Show 21 cards......................	Luasefulu tasi!
	Now, using the numbers on the card face, show 22 (i.e. 2 tens and a two).............................	Luasefulu lua!
	Show 23............................	Luasefulu tolu!
	Continue adding on numbers until you reach 100.	
(100) Selau!	Show one hundred..................	Selau!
Selau ma le tasi!	Show 101...........................	Selau ma le tasi!

Word	**Action**	**Target Response**
Selau sefulufitu	Show 117........................	Selau sefulufitu
Selau luasefulu tasi!	Show 121........................	Selau luasefulu tasi!
	Continue to two hundred.	
(200) Luaselau!	Show two hundred................	Luaselau!
	Now go to the blackboard and write these arabic numbers on the board. Students say the Samoan number after each number.	
	201 263 529 821 205 300 683 909 211 444 777 999	
(thousand) Afe!	Write the number one thousand......	Afe!
E tasi le afe selau ma le tasi!	Write the number 1101.............	E tasi le afe selau ma le tasi.
	Continue writing examples up to one million.	
(million) Miliona!	Write 1,000,000 (one million)......	Miliona!
E tasi le miliona lua afe iva selau ma le tasi!	Write 1,002,901..................	E tasi le miliona lua afe iva selau ma le tasi!
	Continue writing examples with students giving the Samoan equivalent.	

SUMMARY REVIEW

'O le pepa e tasi .	It's one card.
'O pepa e lua .	They are two cards.
tolu	three
fa	four
lima	five
ono	six
fitu	seven
valu	eight
iva	nine
sefulu	ten

Summary Review, Cont'd

E fia pepa?	How many cards?
E tasi le pepa.	One card.
E lua pepa	Two cards
etc.	etc.
E sefulutasi.	Eleven.
E luasefulu tasi.	Twenty-one.
E selau ma le tasi.	One hundred and one.
E afe lua selau sefulufā.	One thousand two hundred and fourteen.
E miliona	One million.

* * *

LESSON EIGHT

TOPIC: Pronounciation

METHOD: Contrast drills

These contrast drills are used in the following way.

A. **Students listen**. The teacher first points to the contrasting vowels on the fidel chart and pronounces them (i.e. e and i). The teacher then recites the complete list of contrast-word pairs for the two sounds.

B. **Students recite**. Teacher again points to the contrasting vowels on the fidel chart. Students repeat after the teacher pronounces each one. The teacher again pronounces the contrasting word pairs but this time the students repeat after each word.

C. **Students write**. The teacher dictates several words from the list. Students must listen, decide which sound is being pronounced and then write out the complete word. When the dictation is complete, the teacher writes the correct words on the blackboard.

D. **Students listen**. The teacher reads the contrasting list once more.

MATERIALS

Fidel chart, paper and pencils and blackboard.

TIME: 45 minutes.

THE LESSON

I. Exercise No.1. i vs e

(A) Teacher points to i and e on fidel chart No.1 and pronounces them. Teacher then recites these pairs. (DO NOT give the English meaning in class).

1.	'eli	(dig)	1.	'ele	(red dirt)
2.	ati	(to pierce)	2.	ate	(liver)
3.	'oti	(goat)	3.	'ote	(scold)
4.	lali	(wooden drum)	4.	lale	(that)
5.	loli	(truck)	5.	lole	(candy)
6.	moli	(orange)	6.	mole	(suffocate)
7.	pati	(clap)	7.	pate	(bat - cricket)
8.	soli	(to tread on)	8.	sole	(boy - colloquial)
9.	tali	(answer)	9.	tale	(cough)
10.	vali	(paint)	10.	vale	(madman)

(B) Teacher pronounces each word again, this time the students repeat after each word.

(C) Teacher dictates 10 words from the list (e or i). Students write the word. When all ten have been dictated, the teacher writes the correct words on the board.

(D) Teacher recites the entire list again. Students listen.

II. Exercise No.2. e vs ei

Follow the same procedure as before (use charts No.1 and 2).

1.	lei	(ivory)	1.	lē̱	(not)
2.	nei	(now)	2.	ne̱	(to hesitate)
3.	pei	(as, like)	3.	pe̱	(die - animals and plants)
4.	sei	(flower on ear)	4.	se̱	(class of insects)
5.	tei	(young sibling)	5.	tē	(protrude)

Dictate five words and correct in class.

III. Exercise No.3. o vs ou

Follow the same procedure as before (use charts No.1 and 2).

1.	fou	(new)	1.	fō̱	(to doctor; name of a fish)
2.	lou	(your)	2.	lō	(name of a fish)
3.	mou	(disappear)	3.	mo	(for)
4.	nou	(frown)	4.	no̱	(to borrow)
5.	pou	(a post)	5.	po	(night)
6.	sou	(rough sea)	6.	so̱	(possessive marker)
7.	tou	(you plural)	7.	to	(pregnant)

Dictate five words and correct in class.

IV. Exercise No.4 ao vs au

Follow the same procedure as before (use chart No.2).

1.	ao	(cloud)	1.	au	(your - plural)
2.	fao	(nail)	2.	fau	(build)
3.	gao	(molar)	3.	gau	(break)
4.	mao	(accidental)	4.	mau	(tightly)
5.	pao	(interrupt)	5.	pau	(to end)
6.	sao	(to be safe)	6.	sau	(to come)
7.	tao	(spear)	7.	tau	(price, weather)
8.	vao	(weeds)	8.	vau	(knead)

Dictate 10 words and correct in class.

V. Exercise No.5 ae vs ai

Follow the same procedure (use Chart No.2).

1.	'ai	(eat)	1.	'ae	(but)
2.	mai	(from)	2.	mae	(stink)

3.	sai	(bind)	3.	sae	(to skin)
4.	tai	(tide)	4.	tae	(feces)
5.	vai	(water)	5.	vae	(leg)

Dictate five words and correct in class.

VI. **Exercise No.6.** the glottal

This exercise is done like the others, but there are five contrasting groups. Each grouping is read in its entirety before reading the words from another group.

A. Teacher points to the 'A glottal and says.

ma'a	(rock)
te'a	(to be past)
i'a	(fish)
to'a	(numeral prefix; a submerged rock)
fu'a	(flag)

Teacher points to glottal 'E and says.

ta'e	(to break)
fe'e	(octopus)
ti'e	(a kind of crab)
to'e	(cock's comb)

Teacher points to glottal 'I and says.

ma'i	(sick)
le'i	(negative past)
si'i	(to raise)
fo'i	(also)
su'i	(to sew)

Teacher points to glottal 'O and says.

a'o	(learn)
le'o	(negative present)
li'o	(circle)
o'o	(to reach)

Teacher points to glottal 'U and says.

a'u	(I, me)
se'u	(kind of bird)
i'u	(to be ended)
lo'u	(my)
nu'u	(village)

(B) Repeat the reading, this time students repeat each word after the teacher

(C) Teacher dictates 10 words, students write.

(D) Teacher reads all the words again, students listen.

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LESSON NINE

TOPICS

(a) Using the numbers (buying and selling)
(b) How much.............................. (E) fia?
(c) Distributive prefix.................... ta'i

METHOD

Silent Way and role playing. In this lesson the students will be learning how to use and count Samoan money. As a method of re-enforcing the new words and structures, they will be given objects and money and will mimic a shopkeeper and customer.

MATERIALS

Several familiar objects and several new objects. Each object will have a small price tag taped to it with realistic prices:

pen................	10¢	can of fish.............	35¢
pencil.............	5¢	can of beer.............	50¢
notebook...........	20¢	can of corned beef......	90¢
cigarettes.........	45¢	candy...................	1¢
matches............	2¢	razor blades............	4¢

Each student must have one tālā in change (including 1,2,5,10,20 cent coins). Teacher has some extra change and a one tālā note.

TIME: 45 minutes

"@"@"@"@"@"@"@"@"@"@"@"@"@"@ **THE LESSON** "@"@"@"@"@"@"@"@"@"@"@"@"@"@"@

Word	Action	Target Response
(can of beer) 'Apa pia!	Hold up a beer can......... Indicate a full sentence...	'Apa pia! 'O le apa pia lenā.
(can of fish) 'Apa i'a!	Hold up a can of fish...... Indicate a full sentence...	'Apa i'a! 'O le 'apa i'a lenā.
(can of corned beef) 'Apa pīsupo!	Hold up a corned beef can.. Indicate a full sentence...	'Apa pisupo! 'O le 'apa pīsupo lenā.
(price) Tau	Pull the price tag off the corned beef can and hold it up......................... Indicate a full sentence...	Tau! 'O le tau.

Word	**Action**	**Target Response**
	Now hold up the can of corned beef again and indicate a full sentence......................	'O le 'apa pīsupo.
	Finally hold up the price tag first and then the can of beef right next to it. Indicate a full sentence.................	'O le tau o le 'apa pīsupo.
	Point to the price tag on the can of fish...................	'O le tau o le 'apa i'a.
	Point to the price tag on the can of beer.................	'O le tau o le 'apa pia.
(how much) **E fia!**	Draw a question with your hand.......................	E fia!
	Place the can of fish on the table but cover the price tag with your hand so the students cannot see the price. Indicate a question...........	E fia le tau o le 'apa i'a?
	(If the students cannot say the complete question properly the teacher can model it for them).	
	When they have asked the question properly, point to the price tag and let the students answer......	E tolusefulu lima le tau o le 'apa i'a.
(cent) **Sene!**	Point to the ¢ on the price tag..	Sene!
	Point to the price tag again. Indicate a full sentence.........	E tolusefulu lima sene.
	Practice the question and answer with other objects letting the students ask and answer.........	E fia le tau o le object? E x sene.
(candy) **Lole!**	Hold up a piece of candy........	Lole!
	Indicate a question.............	E fia le tau o le lole?
	Indicate an answer..............	E tasi le sene.
(razor blade) **Matātafi!**	Hold up a razor blade...........	Matātafi!
	Indicate a question.............	E fia le tau o le matātafi?
	Indicate an answer..............	E fā sene.

Review all

Teacher sets a 1,2,5,10 and 20 cent coin on the table and a tālā note.

E tasi le sene!	Point to one cent	E tasi le sene!
E lua sene!	Point to a 2¢ coin	E lua sene!
E lima sene!	Point to a 5¢ coin	E lima sene!
E sefulu sene!	Point to a 10¢ coin	E sefulu sene!
E luasefulu sene!	Point to a 20¢ coin	E luasefulu sene!
E tasi le tālā!	Point to the tālā note	E tasi le tālā!

Practice with different combinations of the coins so that students feel comfortable using them.

ROLE PLAYING

For this last part, the teacher will first model a sample shopkeeper-customer dialogue. Then he will give half of all the money to one student and the other half and all the objects (with price tags removed) to another student. These students then improvise a conversation between a shopkeeper and his customer. Let everyone have a chance.

The teacher models a shopkeeper-customer conversation first.

Ta'i!	Indicate all are to repeat	Ta'i
E ta'i fia i le 'apa i'a?	Point to the can of fish. All repeat	E ta'i fia i le 'apa i'a?
E ta'i tolusefulu lima sene!	Point to the price. All repeat	E ta'i tolusefulu lima sene.
Ia aumai le 'apa e tasi!	Indicate that you want only one. All repeat	Ia, aumai le 'apa e tasi.
'O le 'apa lea!	Give a can. All repeat	'O le 'apa lea!
Fa'afetai. 'O le tupe lea!	Take the can and set 35 cents down. All repeat	Fa'afetai. 'O le tupe lea.

Let the students improvise their own dialogue. The teacher should direct so that they use as much as possible of what has been learned in previous lessons. Also important is that the students learn to make change with the coins.

Word	Action	Target Response
	Introduce these two words for the students to use in their dialogues.	
(expensive) Taugatā!	Point to the highest price tags..	Taugatā!
E taugatā le 'apa pīsupo!	Point to the corned beef........	E taugatā le 'apa pīsupo.
(cheap) Taugōfie!	Point to the cheapest price tags.........................	Taugōfie!
E taugōfie le afitusi!	Point to the matches...........	E taugōfie le afitusi.

SUMMARY REVIEW

'O le tau o le 'apa i'a.	The price of the can of fish.
'apa pīsupo.	can of beef.
'apa pia.	can of beer.
lole.	candy.
matātafi.	razor.
E fia le tau o le 'apa i'a?	How much is the price of the can of fish?
etc.	etc.
E tasi le sene.	One cent.
lua	Two cents.
lima	Five cents.
sefulu	Ten cents.
luasefulu	Twenty cents.
E tasi le tālā.	One dollar.
lua	Two dollars.
E ta'i fia i le 'apa i'a?	How much for each can of fish?
E ta'i tolusefulu lima sene.	Thirty five cents each.
E ta'i sefulu sene i le tasi.	Ten cents for one.
lua.	two.
E taugatā le 'apa i'a.	The can of fish is expensive.
taugōfie	cheap.

* * *

LESSON TEN

TOPICS

(a) Telling time (clock)
(b) Present tense marker .... 'ua
(c) Relative particle .... ai
(d) The preposition 'to' i

METHOD

Silent Way with a model clock aid. It is important to follow the lesson in the order presented. Note that there are four word structures for telling the time. They are presented in the order that they occur normally.

1. The hour .... 'Ua tā
2. Past the hour .... 'Ua te'a
3. Half past the hour .... 'Ua 'afa
4. Time remaining until the next hour................ 'Ua toe

Following in this sequence the model clock can be used rapidly and efficiently.

MATERIALS

A large cardboard model clock (approx. 1 foot diameter) with movable hands.

TIME: 45 minutes

THE LESSON

Word	Action	Target Response
(strike) Tā!	Show 1 o'clock	Tā!
	Show 2 o'clock indicate the same response........................	Tā!
	Show 3 o'clock and continue with 4 o'clock etc. until students realize tā is the equivalent of o'clock.	

Word	Action	Target Response
(It is) 'Ua!	Hold up 1 finger....................	'Ua!
	Hold up 2 fingers and point to the clock set at 1 o'clock............	'Ua tā
	Show 2 o'clock....................	'Ua tā
(one) Le tasi!	Point to the number 1 on the clock. All repeat........................	Le tasi!
	Set the clock at 1 o'clock and indicate a full sentence. Hold up 4 fingers......................	'Ua tā le tasi.
	Change to 2 o'clock................	'Ua tā le lua.
	Change to 3 o'clock................	'Ua tā le tolu.
	Continue in this manner until they have mastered the structure.	
	The teacher now takes the clock so the students cannot see the face. Set it at 7 o'clock and put it face down on the table. The students do not know the time.	
(how much) Fia!	Draw a question with your hand, then touch the 4th finger to indicate the last word of the 4 word sentence. All repeat..........................	Fia!
	Now draw a question, indicate a full sentence and point to the clock upside down on the table...........	'Ua tā le fia?
	Let everyone practice the question..	'Ua tā le fia?
	Turn over the clock and let everyone read the time shown on the clock....	'Ua tā le fitu.
	Practice questions and answers.	
	Set the clock at 1 o'clock. Move the minute hand back and forth between the 12 and the 6 to indicate minutes past the hour.	
(past) E te'a ai!	Show past time. All repeat.........	E te'a ai!

Word	Action	Target Response
	Set the clock at 10 minutes past one.	
Sefulu mīnute!	Point to the ten. All repeat.......	Sefulu mīnute!
	Indicate a full sentence............	Sefulu mīnute e te'a ai.
Le tasi!	Point to the one. All repeat.......	Le tasi!
	Point to the clock and make them respond slowly as you first point to the 10 (show it is past the hour)...	Sefulu mīnute e te'a ai
	then to the 1......................	le tasi.
	Then point to the whole clock and indicate a complete sentence........	Sefulu mīnute e te'a ai le tasi.
'Ua!	All repeat.........................	'Ua!
	Point to the same clock setting and indicate a full sentence...........	'Ua sefulu mīnute e te' ai le tasi.
	Set the clock at 20 past 2 and indicate a full sentence...........	'Ua luasefulu mīnute e te'a ai le lua.
	Practice with other times and hours. (IMPORTANT: Do not exceed 30 minutes past any hour).	
(half) 'Afa!	Show half past one.................	'Afa!
	Indicate a full sentence. Point first to the minute hand then to the one. Students should say.......	'Ua 'afa le tasi.
	(Note: If students cannot make up the complete sentence the teacher can model it for the students.)	
	Set the clock at other half hours:	
	Half past 2........................	'Ua 'afa le lua.
	Half past 3........................	'Ua 'afa le tolu.
	Half past etc.	'Ua 'afa le etc.
	Review the other time structures and questions.	

Word	Action	Target Response
	Set the hour hand at two and move the minute hand back and forth between the 6 and 12 to indicate time remaining before the hour.	
(remain) Toe!	Indicate time before the hour.......	Toe!
	Set the hand at 10 minutes till two and point to the ten. Indicate a full sentence.....................	Toe sefulu mīnute.
(to two) I le lua!	Point to the 2.....................	I le lua!
	Now point to the clock which is set at 10 till 2 and indicate a full sentence......................	Toe sefulu mīnute i le lua.
'Ua!	All repeat........................	'Ua!
	Point to the clock still set at 10 till 2 and indicate a full sentence.........................	'Ua toe sefulu mīnute i le lua.
	Set the clock at 15 till 2 and indicate a full sentence..........	'Ua toe sefululima mīnute i le lua.
	Set the clock at 20 till two, and indicate a full sentence..........	'Ua toe luasefulu mīnute i le lua.

Practice with other time setting and then review all the times. Stress questions and answers and let students set their own times. If time permits introduce these expressions.

'Ua te'a ai le tasi.
lua
etc

'Ua toeitiiti tā le tasi.
lua
etc

SUMMARY REVIEW

'Ua tā le tasi.	Its one o'clock.
te'a ai	Its past one
toe sefulu	Its ten till one
'Ua tasi le mīnute e te'a ai le tasi.	Its one minute past one.
lua	two
lima	five
etc.	etc.
'Ua toe tasi le mīnute i le tasi.	Its one minute till one.
lua	two
lima	five
etc.	etc.
'Ua tā le fia?	What's the time?
'Ua toeitiiti tā le tasi.	It's almost one o'clock.
etc	etc

"@

LESSON ELEVEN

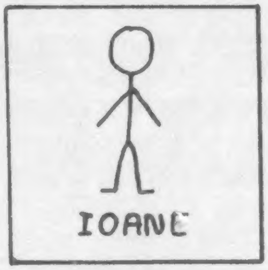
TOPICS

(a)	Structure for locating objects	'o la e
(b)	Locative bases . inside	(i) totonu
	outside	(i) fafo
	front	(i) luma
	etc.	
(c)	Question word (where)	('o) fea
(d)	Question word (who)	('o) ai
(e)	Prefix for counting people	to'a

METHOD: Silent Way

MATERIALS

One clear glass, 3 pens, 10 index cards on each of which is a human stick figure and a common person's name (see sample below), and a model house to place the index cards in and around. Use the students' names on the cards.



TIME: 45 minutes

"@"@"@"@"@"@"@"@"@"@"@"@"@ **THE LESSON** "@"@"@"@"@"@"@"@"@"@"@"@"@"@"@

Word	Action	Target Response
Ipu!	Point to the glass	Ipu!
	Full sentence	'O le ipu!
'O le peni lā!	Point to the pen on the table.	
	All repeat	'O le peni lā!

Word	Action	Target Response
	Repeat this several times..........	'O le peni lā!
I totonu!	Put the pen inside the glass. Hold up 2 fingers	I totonu!
E!	Make all repeat....................	E!
	Now hold up 3 fingers and point inside the glass..................	e i totonu!
	Pick up the pen, point to it. Indicate a sentence.......................	'O le peni lā.
	Quickly point inside the glass and put the pen inside, hold up 3 fingers..........................	e i totonu
	Finally point to the glass.........	o le ipu.
	Point to the pen sitting in the glass and indicate a full unbroken sentence..........................	'O le peni lā e i totonu o le ipu.

Practice

'O fea!	Draw a question..................	'O fea!
	Point only to the pen and indicate a full sentence question..........	'O fea le peni?
	Indicate a full sentence answer...	'O le peni la e i totonu o le ipu.
(outside) I fafo!	Pull the pen out and drop it on the table outside the glass. Point around the outside of the glass....	I fafo!
	Indicate a full sentence..........	'O le peni lā e i fafo o le ipu.
	Draw a question....................	'O fea le peni?
	Point to the pen and indicate a full sentence..........................	'O le peni lā e i fafo o le ipu.

Review i totonu

(under) I lalo!	Place the pen under the glass......	I lalo!
	Indicate a question...............	'O fea le peni?
	Indicate a full answer............	'O le peni lā e i lalo o le ipu.

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Word	Action	Target Response
	Review all	
(behind) I tua!	Place the pen directly behind the glass.	I tua!
	Indicate a question........	'O fea le peni?
	Answer...........................	'O le peni lā e i tua o le ipu.
(in front) I luma!	Place the pen directly in front of the glass.........................	I luma!
	Question.........................	'O fea le peni?
	Answer...........................	'O le peni lā e i luma o le ipu.
	Review all	
	Place the glass at the far end of the table.	
(beyond) I tala atu!	Throw a pen beyond the glass (but within sight).....................	I tala atu!
	Question.........................	'O fea le peni?
	Answer...........................	'O le peni lā e i tala atu o le ipu.
(this side of) I tala mai!	Place another pen somewhere on the class side of the glass..........	I tala mai!
	Question.........................	'O fea le peni?
	Answer...........................	'O le peni lā e i tala mai o le ipu.
(beside) I tala ane!	Place the pen beside the glass...	I tala ane!
	Question.........................	'O fea le peni?
	Answer...........................	'O le peni lā e i tala ane o le ipu.
	Review tala atu, tala mai, and tala ane, then review all.	

To re-inforce these new concepts, place the model house on the table in front of the teacher. Place the picture-name cards in various places around the house (inside, behind, etc.).

Word	Action	Target Response
(house) Fale!	Point to the house.................	Fale!
	Full sentence......................	'O le fale.
'O fea Ioane?	Teacher asks about a picture card in the house. All repeat..........	'O fea Ioane?
'O Ioane la e i totonu o le fale!	Make all point to the card in question and repeat.............	'O Ioane la e i totonu o le fale.
	Let the student ask and answer all questions about the location of all the picture cards.	
	For variation when these are mastered introduce the short forms in the following way:	
'O Simi lā e i totonu o le fale!	Point to Jim's picture, all repeat..	'O Simi lā e i totonu o le fale.
'O lā e i totonu!	Using your hands show contraction by compressing a space in the air before you. All repeat the sentence.........................	'O la e i totonu
	Repeat this with the other locations.	(i.e.) 'O fea Mele? 'O lā e i fafo.
	If times permits introduce these other question and answer variations.	
(person) Tagata!	Point to each picture card and each student......................	Tagata!
E to'afia tagata lā e i tua o le fale?	Draw a question and point to the people-pictures behind the house. All repeat......................	E to'afia tagata lā e i tua o le fale?

Word	Action	Target Response
(2) E to'alua!	Point to the two people-pictures behind the house....................	E to'alua!
	Repeat with other locations	
'O ai lā e i totonu o le fale?	Draw a question, point to the names on the people-cards in the house. All repeat..........................	'O ai lā e i totonu o le fale?
'O Mele ma Sima!	Point to the 2 names...............	'O Mele ma Sina!
	Repeat for other locations and names	

SUMMARY REVIEW

'O fea le peni?	Where's the pen?
'O lā e i totonu o le ipu.	It's in the glass.
fafo	outside
tua	behind
luma	in front
lalo	beneath
luga	above
tala atu	beyond
tala mai	this side of
tala ane	next to
'O lā e i totonu.	Its inside.
fafo	outside.
etc.	etc.
E to'afia tagata lā e i fafo o le fale?	How many people are outside the house?
E to'atasi le tagata la e i fafo.	One person is outside.
lua	Two people are outside.
etc.	etc.
'O ai lā e i totonu?	Who is inside?
'O Mele ma Tina lā e i totonu.	Mary and Tina are inside.

* * *

LESSON TWELVE

TOPIC: Reading

MATERIALS

A large word chart like the one below:

'O LĀ E TASI LE PEPA MA
LIMA 'UA TE'A AI I SENE TA'I
FIA TOE 'AFA SELAU ONO TO'A
VALU TOLU LENĀ 'APA TOLU MĀ
PĪSUPO MILIONA TAU I'A FAFO
TOTONU LUMA TUA FĀ SELAU AFE
LOLE FITU LUA IVA TAGATA FALE
TĀLĀ MĪNUTE

TIME: 45 minutes

THE LESSON

I. **PRONOUNCIATION:** The teacher points to each word and pronounces it once. Students repeat after each word.

II. The teacher points to a series of words which make a full sentence; students repeat after each word. Students then repeat the whole sentence.

As with the word chart in the first section, begin with short sentences from the beginning lessons of this section.

(i.e.)

I. 'O le pepa e tasi.
'O pepa e lua.
tolu.

E tasi le pepa.
fā
lima

E fia pepa mā?
'apa i'a
lole

E ono 'apa i'a nā.
fitu
valu

II. E ta'i fia i le 'apa i'a?
'apa pīsupo
lole

E fia le tau o le 'apa i'a?
'apa pīsupo
lole

E ta'i luasefulu fitu sene.
tolusefulu valu
valusefulu iva
Tālā.

E ta'i sefulu sene i le lua.
luasefulu fā
fāsefulu valu

'Ua tā le fia?
'Ua tā le tasi.
lua
tolu

'Ua sefulu mīnute e te'a ai le ono.
sefululima fitu
luasefulu valu

'Ua 'afa le iva.
sefulu
sefululua

'Ua toe sefulu mīnute i le tasi.
sefululima lua
luasefulu tolu

'O fea le tagata?
'apa i'a
'apa pīsupo

'O le tagata lā e i totonu o le fale.
fafo
tua
luma

'O lā e i fafo.
luga.
lalo

III. Let the students get up and point out their own sentences.

REVIEW DRILL THREE

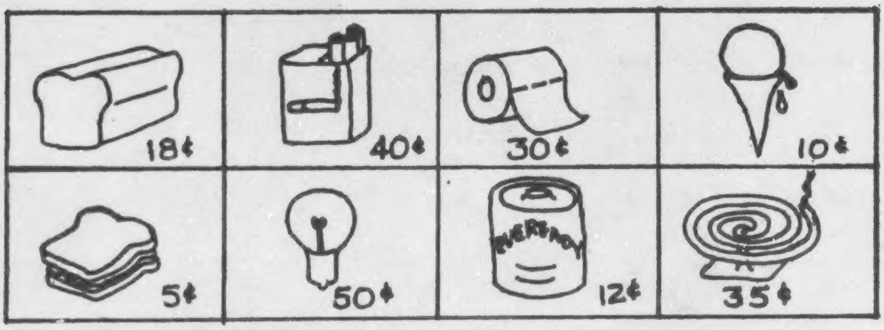
TOPICS

Using numbers (counting, buying things).

METHOD: Substitution drills

MATERIALS

Large wall chart like the one shown below.



TIME: 15 minutes

THE DRILL

I. DRILL ONE

Pairs of students alternate counting very fast.
(i.e.)

First student: tasi
Second student: lua
First student: tolu
Second student: fa

Continue alternating in this way. DO IT QUICKLY

II. DRILL TWO

Pronounciation: Teacher points to each picture on the wall chart and pronounces the word. The students repeat after each word.
(i.e.)

falaoa	bread
pepa sikaleti	packet of cigarettes
pepa faleuila	toilet paper
'aisakulimi	ice cream

sanuisi	sandwich
matāuila	light bulb
ma'a mōlīuila	battery
mea tulinamu	mosquito coil

Teacher models only the first sentence in the drills below. The students repeat and respond automatically as the teacher points to the picture.

E fia le tau o le falaoa?	How much is the price of bread?
pepa sikaleti	packet of cigarettes
etc.	etc.
E sefuluvalu sene le tau o le falaoa.	The price of the bread is 18¢.
fāsefulu pepa sikaleti	packet of cigarettes 40¢
etc. etc.	etc. etc.
E ta'i fia i le falaoa?	How much is the bread?
pepa sikaleti	packet of cigarettes
etc.	etc.
E ta'i sefuluvalu sene.	Eighteen cents each.
fāsefulu	forty cents
etc.	etc.
E taugatā le falaoa.	The bread is expensive.
etc.	etc.
E taugōfie le falaoa.	The bread is cheap.
etc.	etc.

* * *

REVIEW DRILL FOUR

TOPIC: Telling time

METHOD: Substitution drill

MATERIALS

A cardboard clock with numbers and movable hands.

TIME: 15 minutes

THE DRILL

I. O'clock

Teacher sets the clock on all the hours starting from one o'clock. Teacher models the pattern once only. The question is repeated by the students each time.

(i.e.)

'Ua tā le fia?	What's the time?
'Ua tā le tasi.	It's one o'clock.
lua	two
etc.	etc.

II. Past the hour

Set the clock at 9 o'clock. Move the minute hand past the twelve at intervals of 5 minutes.

(i.e.)

'Ua tā le fia?	What's the time?
'Ua lima mīnute e te'a ai le iva.	It's 5 minute past 9.
sefulu	10
sefululima	15

Ua luasefulu mīnute e te'a ai le iva.	It's 20 minutes past 9
luasefulu lima	25

III. Half past

Set the clock at half past and move the hour hand on the even numbers.

(i.e.)

'O le ā le taimi?	What's the time?
'Ua 'afa le lua.	It's half past 2.
fa	4
ono	6
valu	8
etc.	etc.

IV. Time before the hour

Set the clock at 3 o'clock. Move the minute hand from six to twelve at five minute intervals.

(i.e.)

O le ā le taimi?	What's the time?
'Ua toe luasefulu lima mīnute i le tolu.	It's 25 minutes till 3.
luasefulu	20
sefululima	15
sefulu	10
lima	5

* * *

REVIEW DRILL FIVE

TOPICS: Location

METHOD: Situation and repetition drills.

MATERIALS: a book and a pen

Time: 20 minutes

THE DRILL

I. INTRODUCTION

Teacher models the structure enough times for the students to respond automatically.
In this drill, one student will be commanded to place an object in a certain location by all the other students. When he has done so, the students will ask, "Where is the object?". The student will answer the question.

II. Class:

	Simi, tu'u le peni i luga o le tusi.	Jim, put the pen on the book.
Class:		
	'O fea le peni?	Where is the pen?
Simi:	'O lā e i luga o le tusi.	It's on the book

When this pattern is understood, the teacher simply calls out new locations for the students to substitute for luga.

Teacher:	lalo	under
	tua	behind
	luma	in front
	totonu	inside
	fafo	outside
	tala atu	beyond
	tala mai	this side of
	tala ane	next to

Let each student take a turn at placing the pen.

GRAMMAR REVIEW TWO

NOTES ON LESSON SEVEN

Numbers - One thru ten, hundred, thousand and million are used repetitively to give all the numbers. Compound numbers can be said with ma le as a connector for the final component.

E sefulutasi	Eleven
E sefulu ma le tasi.	
E selau luasefulu tasi	One hundred and one
E selau luasefulu ma le tasi.	

A less refined but common variation in pronouncing numbers is to read the components individually.

E tasi iva valu	One hundred and ninety-eight.

E is the present tense marker always used for numbers and counting.

Word Order depends on what is to be stressed: the objects or the number of objects.

What are those?	'0 ā mea nā?
Three pigs	'0 pua'a e tolu.
How many pigs are there?	E fia pua'a nā?
Three pigs	E tolu pua'a nā.

When speaking about a specific group of objects, the definite article can be used so that the objects become one group.

Which five boys are mine?	'0 lē fea lima o tama e ā a'u
The five boys there	'0 le to'alima (tama) lenā

Fia is the question word used for numbers and counting. The present tense marker e is used with fia.

E fia peni?	(It's) how many pens?
E fia le tau?	(It's) how much is the price?

(NOTE fia is a multiple meaning word).

NOTES ON LESSON NINE

Tau is another multiple meaning word. Here it means 'price'.

Ta'i is a numeral prefix which, when normally added to a number, creates the meaning "one by one" (ta'i tasi), "two by two" (ta'i lua), etc. However, in everyday speech it is common to hear it used in buying and selling with a similar meaning to 'each'.

E ta'i sefulu sene	Ten cents each (one).
E ta'i luasefulu sene i le lua	Twenty cents (for) each two.
E ta'i fia?	How much (for) each?

NOTES ON LESSON TEN

Tā literally means to 'strike'.

'Ua is another tense marker similar to the present tense marker e. 'Ua also marks present tense but it indicates that the action of the verb is just now beginning rather than something that has been going on for some time.

'Ua tā le lua	It is (just now) striking two. (It's two o'clock)
'Ua tā le fia?	It's (just now) what time?

Te'a ai. Te'a here means "to be past" in the sense of time. For telling time, it is used only for the first thirty minutes past the hour after which the structure becomes 'time remaining' till the next hour (toe). Ai is a relative pronoun somewhat similar here to 'which'. It is a very important and frequently encountered word. It always follows the verb when used. Its use will become clear in later lessons.

'Ua lima mīnute e te'a ai le lua...	It's five minutes which are past the two. (It's five past two).

Toe is a multiple meaning word. Here it means remaining, or time remaining before the next hour. In Samoan, time before the hour (up to 30 minutes) is always described in this way. This isn't always the case in English.

'Ua toe sefululima i le iva.	Twenty till nine or Eight forty five.

Kuata is another way of saying sefululima mīnute. It means quarter.

I is a very versatile preposition that can have many meanings depending on its context in the sentence. It usually translates: to, in, on, at. In this case it is closer to 'to'.

'Ua toe lua mīnute i le tasi.	It's two minutes to one.

'O le ā le taimi is a newer expression copied from English. It is frequently used when asking the time of specific event, and less often to ask the time of day. This expression can be used with the possessive pronoun 'your' when asking of someone the time on his watch.

'O le ā le taimi?	What's the time?
'O le ā le taimi i lau uati?	What is the time on your watch?

'O le ā le taimi 'o le tifaga? What time is the movie?

'Ua tā se fia? is also heard, but this indefinite form is usually heard when the speaker doubts if anyone knows the time, or used as an exclamation.

NOTES ON LESSON ELEVEN

Lā is the shortened form of the demonstrative lelā . It can denote both singular and plural. It is used very frequently in a repetitive structure involving the present tense marker E. It is difficult to give an exact translation for lā in this structure. It refers back to the noun being talked about.

'O le ta'avale lā e i tua. The car (that) is in the back.
or
The car, it is in the back.

When the present tense marker e occurs with lā (very often), the two words are joined together to sound like one word: lae.

A complete sentence such as:

'O le maile lā e i fafo o le fale.... The dog is outside of the house.

would usually be trimmed down by a Samoan, leaving a lot understood.

'O lā e i fafo o le fale.	It's outside the house.
'O lā e i fafo.	It's outside.

Totonu, fafo, luma, lalo, tua, luga, tala atu-ane-mai - are locative bases. When prefixed by the preposition i (in) they translate into the English prepositions: inside of, outside of, etc. The word o, which normally follows these constructions, translates 'of' and should not be confused with the Nominative particle 'o'.

If the noun or pronoun of the prepositional phrase is understood, the last syllable of the preposition may be stressed.

'O fea Mele?	....	Where's Mary?
'O lā e i fafō	....	She's outside (the house).
tuā		behind
etc.		etc.

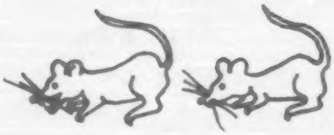
Atu, *mai*, *ane* are frequently occurring directional words usually suffixed to verbs.

atu	Away from the speaker.
mai	Towards the speaker.
ane	Next to or beside the speaker.
Sōsō atu!	Move away!
Sōsō mai!	Move here (to speaker).
Sōsō ane!	Move over.

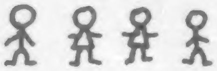
* * *

WORK SHEET FOR LESSONS 7, 9, 10 & 11

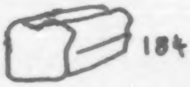
1. (1)..............
2. (2)..............
3. (3)..............
4. (4)..............
5. (5)..............
6. (6)..............
7. (7)..............
8. (8)..............
9. (9)..............
10. (10).............
11. (20).............
12. (25).............
13. (30).............
14. (35).............
15. (40).............
16. (45).............
17. (50).............
18. (60).............
19. (70).............
20. (80).............
21 (90)..............
22 (100).............
23 (155).............
24 (465).............
25 (1,000)...........
26 (1,175)...........
27 (5,585)...........
28 (10,000)..........
29 (1,000,000).......
30 (1,111,111).......



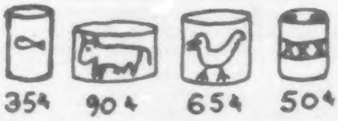
E fia isumu nā? 31. ....



E to'afia tagata ia? 32. ....



E fia le tau o le falaoa? 33. ....

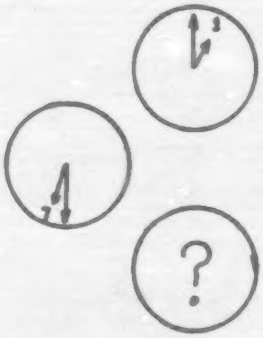


E fia le tau o mea ia? 34. ....

E ta'i fia i le 'apa i'a? 35. ....

E ta'i valusefulu sene le tau o le 'apa pisupo? 36. ....

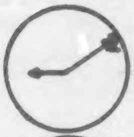
E ta'i fia i le 'apa moa ma le apa pia? 37. ....



38. ....

39. ....

40. ....



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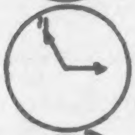

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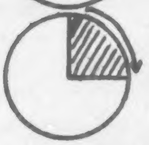
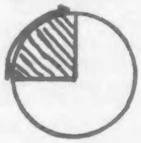
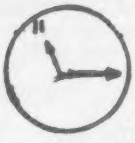


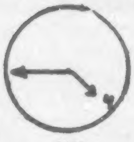
Kuata 'ua te'a



toe Kuata i le

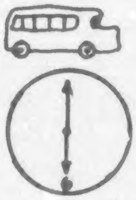


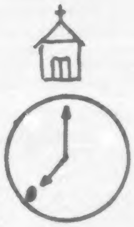
43.

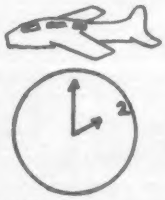


44.

43. .... 44. ....







'O le ā le taimi o le pasi? 45. 'O le ono.

'O le ā le taimi o le lotu? 46. ....

'O le ā le taimi o le va'alele? 47. ....

49. 'O fea tagata? ....

50. 'O fea le paipa? ....

51. 'O fea le moa? ....

52. 'O fea le niu? ....

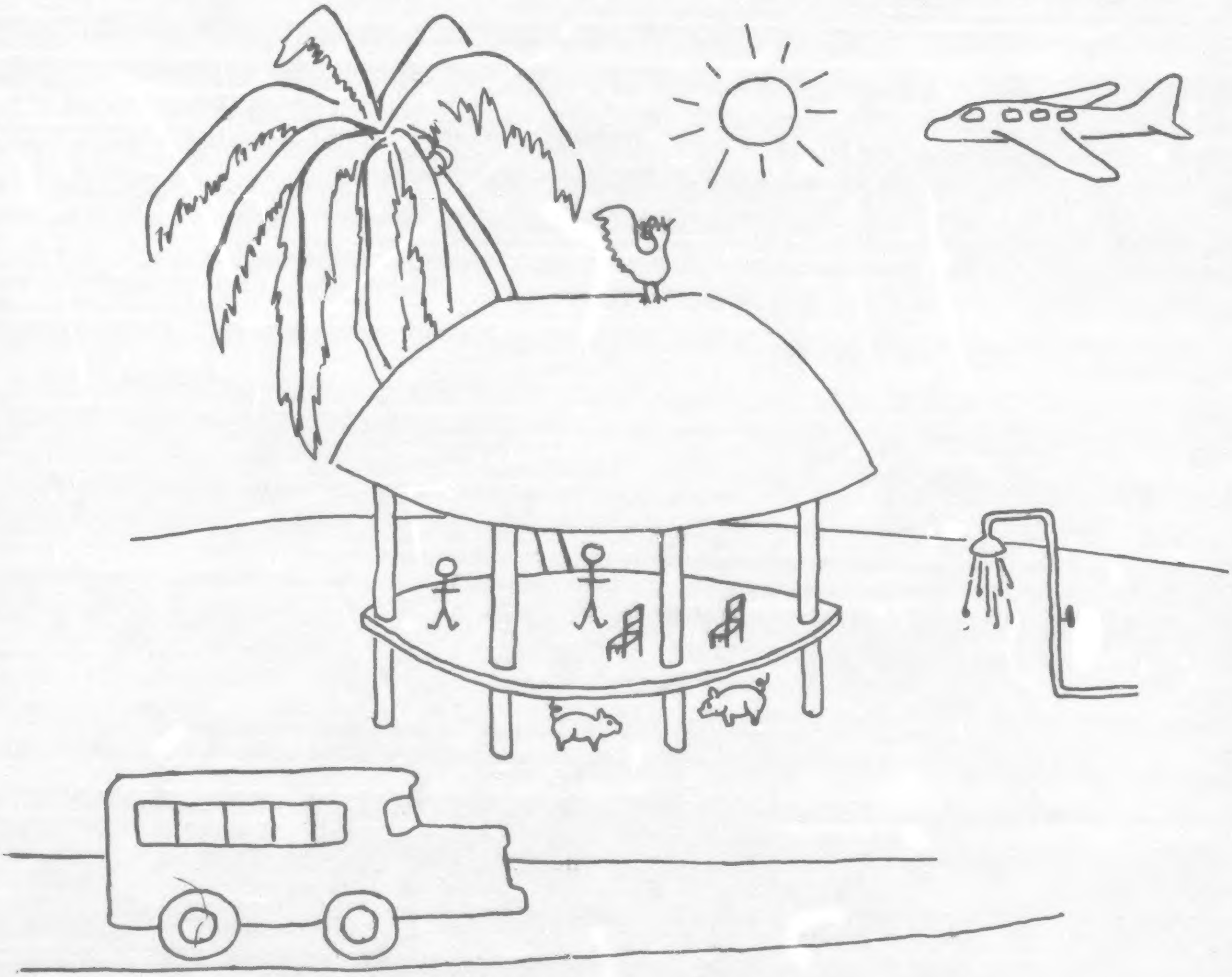
53. 'O fea le pasi? ....

54. 'O fea pua'a? ....

55. 'O ā mea 'o lā e i luga i le ata? ....

56. 'O ā mea 'o lā e i fafo o le fale? ....

57. 'O ā mea 'o lā e i totonu o le fale? ....



PERSONAL PRONOUNS

THE STRUCTURE 'TO BE'

POSSESSIVE PRONOUNS

PLURAL VERBS

LESSON THIRTEEN

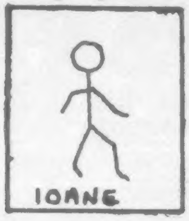
TOPICS

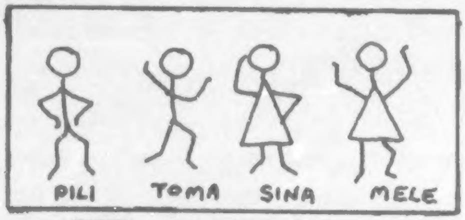
(a) Personal pronouns:
I ....'O a'u
You ....'O 'oe
He/she/it ....'O ia
We (2) ....'O tā'ua, mā'ua
You (2) ......'O 'oulua
They (2) .....'O lā'ua
We ....'O tātou, mātou
You ....'O 'outou
They ....'O lātou
(b) Who ....('O) ai

METHOD: Silent way

MATERIALS

One pencil drawing of each student on a 3"x5" card with his name below the picture. (See example below). Enough students to make three pairs including the teacher (five students plus one teacher). A large drawing of four people on the wall (See below)





TIME: 45 minutes

THE LESSON

Word	Action	Target Response
(I) A'u!	Teacher points to himself. Each student points to himself and repeats..........................	A'u!
'O!	Everyone repeat	'O!
	Teacher points to himself and indicates two words. Each studoes likewise	'O a'u.

(You) 'Oe!	Teacher makes everyone point at him (teacher) and repeat.......	'Oe!
	Full sentence	'O 'oe.
(He) Ia!	Teacher points to a single student but says to everyone else. All point to that student and say	Ia!
	Full sentence	'O ia.
(Who) Ai!	Draw a question. Everyone repeat.........................	Ai!
'0!	Everyone repeat	'0!
	Indicate a full sentence	'0 ai.
	Now point yourself and look at the students. Indicate a question.........................	'0 ai 'oe?
(I'm John) '0 a'u 'o Ioane!	Teacher answers using his name.	
	Each student asks another who he is and that student answers with his own name	(i.e.) '0 ai 'oe? '0 a'u 'o name.
	Point to a single student and indicate a question to the others	'0 ai ia?
	Indicate all are to answer ... Practice with all the students.	'0 ia 'o name.

Teacher passes out the pictures. Each student receives his own picture. The teacher keeps his own and three others of imaginary people. On the wall is a picture of four other people.

(We) Tātou!	Teacher points to all the pictures on the table. All repeat	Tātou!
	Full sentence	'0 tātou.
(You) 'Outou!	Teacher points to all the students Then makes all the students point to the teacher and the teacher's pictures	'Outou!
	Full sentence	'0 'outou.
(They) Lātou!	Teacher points to group picture on the wall. Students point and repeat	Lātou!
	Full sentence	'0 lātou.

(We)	Mātou!	Teacher points to his group of pictures only. All students touch each other to show they are one group and repeat to the teacher	Mātou!
		Full sentence	'O mātou.
		Practice these a little before going on.	
		Indicate a question and point to the picture on the wall. Students ask	'O ai lātou?
		Indicate an answer (Students must read the names on the pictures)...	O lātou 'e name ma name ma name ma name.
		Indicate another question. Students point to the teacher's group of pictures	'O ai'outou?
		Teacher answers:	
	'O mātou 'e (Read names)	Students respond pointing to the teacher and his pictures	'O 'outou 'e names.
		Teacher indicates another question and points to all the pictures on the table	'O ai tātou?
		Students reply	'O tātou 'e name etc.
		Practice questions and answers with all the plurals and singular.	
		Collect all the cards and seat everyone in pairs. The teacher must have a partner as well.	
(We)	Tā'ua!	Teacher puts his arm around his partner and says to his partner. Everyone repeats this to this own partner	Tā'ua!
		Full sentences	'O ta'ua
(You)	'Oulua!	Teacher points to a pair and says only to them. Everyone points to the teacher and his partner says.	'Oulua!

		Full sentence	'O 'oulua
(They)	Lā'ua!	Teacher points to one pair but says to the other pair. Everyone points to that pair and says to the teacher	Lā'ua!
		Full sentence	'O lā'ua
(We)	Mā'ua!	Teacher now puts his arm around his partner. Everyone must touch his partner while he says the response to the teacher	Mā'ua
		Full sentence	'O mā'ua
		Indicate a question and point to a distant pair. Everyone asks......	'O ai lā'ua?
		Everyone answers	'O lā'ua o name ma name.
		Indicate another question and make all point to the teacher's pair and ask	'O ai 'oulua?
		Teacher's partner answers	'O mā'ua 'o name ma name .
		Everyone asks this same question of another pair	'O ai 'oulua? 'O mā'ua 'o name etc.
		Finally each student asks his own partner	'O ai tā'ua?
		The partner answers	'O tā'ua 'o 'oe ma a'u.

Review all the pronouns.

SUMMARY REVIEW

'O a'u.	It is I.
'oe	you
ia	he/she/it
tā'ua	we (2) inclusive
mā'ua	we (2) exclusive
'oulua	you (2)
lā'ua	they (2)
tatou	we inclusive
mātou	we exclusive

'outou	you
lātou	they
'O ai 'oe?	Who are you?
ia	is he
etc	etc
'O a'u 'o Toma.	I am Tom.
'oe	You (are)
etc	Etc
'O mā'ua 'o Toma ma Sina.	We are Tom and Sina.
lā'ua	They
etc	Etc

LESSON FOURTEEN

TOPICS

(a) The structure 'I am a boy' ....'O a'u 'o le tama.

(b) Question, 'Are you a boy?' ....'O 'oe 'o se tama?

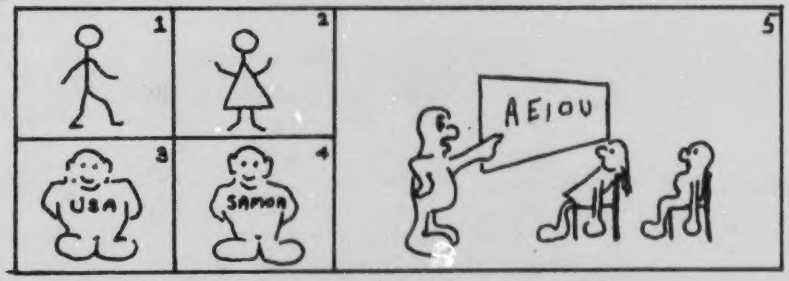
(c) Use of adjectives.

American boy .... Tama Amerika

METHOD: Silent way

MATERIALS

A picture chart like the one below. For simplicity in presenting this lesson, the teacher is assumed to be a male Samoan.



TIME: 45 minutes

THE LESSON

Word		Action	Target Response
(Boy)	Tama!	Point to the picture of a boy (No.1) Indicate a full sentence	Tama! 'O le tama.
(Girl)	Teine!	Point to the picture of the girl (No. 2)................................. Full sentence	Teine! 'O le teine
(I)	A'u!	Point to youself .... Each one points to himself and says Full sentence	A'u 'O a'u

		Make a male student point to himself, while you point to the picture of a boy, indicate a full sentence	'O a'u 'o le tama.
		Let each student repeat the sentence depending on his sex	'O a'u 'o le tama! 'O a'u 'o le teine.
(You)	'Oe!	Make all point to you and repeat	'Oe!
		Point to yourself, point to the proper picture (boy). Indicate students are to say a full sentence.................	'O 'oe 'o le tama.
	Se!	Draw a question	Se!
		Indicate a full sentence question. As you point to the boy picture, make all point to you and say	'O 'oe 'o se tama?
	Ioe, 'o a'u 'o le tama.	Point to yourself and shake your head yes. Let each student ask and answer each other's question	'O 'oe 'o se teine? 'Ioe, 'o a'u 'o le teine.
		Point to yourself, point to the girl picture, Indicate a question	'O 'oe 'o se teine?
	Leai!	Shake your head no. All repeat	Leai!
	E lē!	Point to the girl picture and yourself and shake your head no. All repeat......................	E lē!
	E lē 'o a'u 'o se teine!	Point to yourself and the girl picture. Shake your head no.	
		Let each student ask and answer in the negative.................	'O 'oe 'o se tama? Leai, e lē 'o a'u 'o se tama.
(He)	Ia!	Point to a single boy. All point to him and repeat	Ia!
		Point to that person again and point to the boy picture. Indicate a full sentence	'O ia 'o le tama!
		Indicate a question	'O ia 'o se tama?

	Indicate an ~~answer~~............	'Ioe, 'o ia 'o le tama.
	Point to the girl picture and repeat with the same student.	'O ia 'o se teine? Leai, e lē 'o ia 'o se teine.
	Review a'u and 'oe	

(Person) Tagata!	Point to each of the people in all the pictures	Tagata!
	Point to picture No. 3. Indicate a full sentence	'O le tagata.
(U.S.A.) Amerika!	Point to the word "USA" in the picture No. 3.................	Amerika!
	Again point to the picture and indicate a full sentence	'O le tagata Amerika.
Samoa!	Point to picture No. 4	Samoa!
	Indicate a full sentence	'O le tagata Samoa.
	Have each student point to himself while you point to the "USA", picture (No. 3). Indicate a full sentence	'O a'u 'o le tagata Amerika.
	Make all point to you and indicate a question (point to picture No. 3)....................	(i.e.) 'O 'oe 'o se tagata Amerika?
Leai, e lē'o a'u 'o se tagata Amerika.	Point to yourself and picture No. 3. Shake your head no.	
	Let each student ask and answers each other in the negative......	'O 'oe 'o se tagata Samoa? Leai, e lē 'o a'u 'o se tagata Samoa.

(Teacher) Faiā'oga!	Point to the picture of the teacher (No. 5) All repeat...	Faiā'oga!
	Full sentence	'O a'u 'o le faiā'oga.
	Question	'O 'oe 'o se faiā'oga?
	Answers	Leai, e lē'o a'u 'o se faiā'oga. Ioe, 'o a'u 'o le faiā'oga.

(School boy)	Tama ā'oga!	Point to the male student, picture (5)	Tama ā'oga!
(School girl)	Teine ā'oga!	Point to the female student, picture (5)	Teine ā'oga!
		Indicate a full sentence	'0 a'u 'o le tama ā'oga.
		Continue as before with questions, and positive and negative answers.	(i.e) '0 'oe 'o se teine ā'oga? Leai, e lē'o a'u o se teine ā'oga.

For re-enforcement, expand using the plural and pair plural pronouns.

(i.e.)

'0 'outou 'o ni faiā'oga?
'Ioe, 'o mātou 'o faiā'oga.
or:
Leai, e lē'o mātou 'o ni faiā'oga.

'0 'oulua 'o ni tagata Amelika?
'Ioe, 'o mā'ua 'o tagata Amelika.
or:
Leai, e lē'o mā'ua 'o ni tagata Amelika.

Use all the pronouns. Add other nouns or descriptive adjectives.	(i.e.) '0 a'u 'o le tagata poto valea etc

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SUMMARY REVIEW

'0 a'u 'o le tama.	I am a boy.
'oe	You are
ia	He is
'0 'oe 'o se teine ā'oga?	Are you a school girl?
ia	Is she
a'u	Am I
E lē 'o a'u 'o se tagata Samoa.	I'm not a Samoan.
'oe	You're
ia	He is
'0 lātou 'o ni faiā'oga?	Are they teachers?

tā'ua	they (2)
'outou	you
'oulua	you (2)

'Ioe, 'o lātou 'o faia'oga.	Yes, they are teachers.
mātou	we
Leai, e lē'o lātou 'o ni faiā'oga.	No, they are not teachers.
mātou	we

LESSON FIFTEEN

TOPICS

(a) Singular possessive pronouns: (for singular nouns)

my..................	la'u/lo'u
your	lau/lou
her/his/its.........	lana/lona

(b) Negative possession:

not my	E lē'o sa'u/so'u
not your	E lē'o sau/sou
not her/his/its	E lē'o sana/sona

METHOD: Silent Way

MATERIALS:

One empty glass and one shoe for each participant. The teacher has these also. There must be an extra glass and shoe in the center of the table. Other 'a' and 'o' objects should be available for expansion.

TIME: 45 minutes

THE LESSON

Word		Action	Target Response
(Glass)	Ipu!	Hold up a glass	Ipu!
(My)	La'u!	Point to yourself. Make each student point to himself and repeat	La'u!
		Show two fingers and point to your glass. Each student.....	La'u ipu .
	'O!	All repeat this word. Now hold up three fingers to show a full sentence	'O la'u ipu.
(Shoe)	Se'evae!	Hold up the shoe	Se'evae!
(My)	Lo'u!	Point to yourself. Make everyone point to himself...........	Lo'u!

		Each one points to his own shoe. Show two fingers ...	Lo'u se'evae.
	'O!	All repeat this word.......	'O!
		Indicate a three word sentence........................	'O lo'u se'evae
		Review with ipu (la'u)	

(My)	Sa'u!	Point to your glass and draw a question. All point to their own glasses	Sa'u!
		Indicate a full sentence question as they point to their glass.	'O sa'u ipu?
(Yes)	'Ioe!	Shake your head yes. All repeat	'Ioe
		Indicate a full sentence........	'Ioe, 'o la'u ipu.
		NOTE: Students must change the sa'u to la'u for the yes answer.	
(My)	So'u!	Point to your shoe and draw a question. All point to their own shoe	So'u!
		Indicate a full sentence question.	'O so'u se'evae?
		Shake your head yes and indicate a full sentence	'Ioe, 'o lo'u se'evae.
		Now point to the glass in the center of the table and draw a question	'O sa'u ipu lele?
(No)	Leai!	Shake your head no. All repeat	Leai!
(It's not)	E lē!	Point to the glass and shake your head no. All repeat	E lē!
	Leai, e lē 'o sa'u ipu lele!	Point to the glass. All repeat	Leai, e lē 'o sa'u ipu lele! (i.e.)
		Repeat with se'evae..............	'0 so'u se'evae lele? Leai, e lē 'o so'u se'evae lele.

(Your)	Lau!	Make everyone point to you	Lau!
		Point to your glass and indicate a full sentence	'0 lau ipu.

(Your) Lou!	Point to your shoe.............. Full sentence	Lou! '0 lou se'evae.
(Your) Sau!	Draw a question and point to your glass .... Full sentence question	Sau! '0 sau ipu?
'Ioe, 'o la'u ipu!	Nod your head yes: Let the students ask and answer each other this question.	
Sou!	Draw a question and point to your shoe. All point to your shoe ... Full sentence question...........	Sou! '0 sou se'evae?
'Ioe, 'o lo'u se'evae!	Nod your head yes. Let students practice with both objects.......	(i.e.) '0 sou se'evae? 'Ioe, o lo'u se'evae. '0 sau ipu? 'Ioe, o la'u ipu.
	Point to the glass in the center of the table and draw a question	'0 sau ipu lele?
Leai, e lē 'o sa'u ipu lele!	Shake your head no, point to the glass. Let students ask and answer each other..................	'0 sau ipu lele? Leai, e lē'o sa'u ipu lele.
	Repeat with se'evae.	(i.e.) Q: '0 sou se'evae lele A: Leai, e lē 'o so'u se'evae lalè.
	Review la'u/lo'u	
(His) Lana!	Point to one single person but speak to all the other students...	Lana!
	Point to his glass and indicate a full sentence	'0 lana ipu.
(His) Lona!	Point to his shoe .... Full sentence	Lona! '0 lona se'evae.
(His) Sana!	Point to the single student's glass again and draw a question. All point and repeat .... Full sentence	Sana! '0 sana ipu?

	Nod your head yes and all respond	'Ioe, 'o lana ipu.
	Point to his shoe and indicate a question	'O sona se'evae?
	Indicate a yes answer	'Ioe, 'o lona se'evae.

Practice

	Point to the glass in the center, point at the single student and indicate all are to ask a question	'O sana ipu lele?
	Shake your head no	Leai, e le'o sana ipu lele.
	Repeat with se'evae.	(i.e.) 'O sona se'evae lele? Leai, e le 'o sona se'evae lele.

Review all from the beginning

O le ipu!	Hold up any student's glass	O le ipu!
(Of who) (Whose) A ai!	Draw a question	A ai!
'O le ipu a ai?	Point to his glass draw a question. Everyone points to the glass and repeats	'O le ipu a ai?
'O lana ipu!	Point to the student who owns the glass. All point to him and repeat	'O lana ipu.
	Now hold up your glass and indicate a question	'O le ipu a ai?
'O la'u ipu!	Point to yourself and your glass.	
	Practice letting students question and answer themselves with their glasses.	

'O le se'evae!	Hold up any student's shoe	'O le se'evae.
(Of who) (Whose) O ai!	Draw a question	O ai!
'O le se'evae o ai?	Point to the shoe in your hand All repeat the question	'O le se'evae o ai?
'O lona se'evae!	Point to the student who owns the shoe. All repeat	'O lona se'evae.
	Let the students practice with this structure. They can ask	

each other questions about any-one's object.....................	(i.e.) 'O le ipu a ai? 'O lau ipu. 'O le se'evae o ai? 'O lo'u se'evae.

SUMMARY REVIEW

'O la'u ipu.	It's my glass.
lau	your
lana	his/her/its
'O lo'u se'evae.	It's my shoe.
lou	your
lona	her/his/its
'O sa'u ipu?	Is it my glass?
sau	your
sana	his/her/its
'O so'u se'evae?	Is it my shoe?
sou	your
sona	his/her/its
Leai, e lē 'o sa'u/so'u ipu/se'evae.	No, it's not my glass/shoe.
sau/sou	your
sana/sona	his/her/its
'Ioe, 'o la'u/lo'u ipu/se'evae.	Yes, it's my glass/shoe.
lau/lou	your
lana/lona	her/his/its
'O le ipu a ai?	Whose glass is it?

LESSON SIXTEEN

TOPICS

(a) Singular possessive pronouns (for plural nouns)

my	a'u/o'u
your	au/ou
his/her/it........	ana/ona

(b) Negative possession.

not my	e lē 'o ni a'u/o'u
not your	e lē 'o ni au/ou
not his/her/it ...	e lē 'o ni ana/ona

METHOD: Silent Way

MATERIALS

Everyone must have two shoes and two books. In addition there are two shoes and two books sitting in the center of the table.

TIME: 45 minutes

THE LESSON

Word		Action	Target Response
	Tusi!	Point to your books. All repeat	Tusi!
(My)	A'u!	Point to yourself. Make everyone point to himself and repeat	A'u!
		Make each point to his books and say a full sentence	'O a'u tusi.
	Se'evae!	Point to your shoes. All repeat	Se'evae!
(My)	O'u!	Point to yourself. Make each point to himself	O'u!
		Make each one point to his own shoes and say a full sentence	'O o'u se'evae.

(Some)	Ni!	Draw a question. All repeat...	Ni!
	O ni o'u se'evae?	Point to your shoes and draw a question. Make everyone point to his own shoes and repeat...	'O ni o'u se'evae?
		Teacher nods his head to indicate each student must answer yes..........................	'Ioe, 'o o'u se'evae.
		NOTE: Students must drop ni in the affirmative.	
		Make everyone point to his books on the table. Indicate a question	'O ni a'u tusi?
		Indicate a yes answer	'Ioe, 'o a'u tusi.
		Now point to the books in the center of the table and indicate a question from each student	'O ni a'u tusi nā?
	Leai!	Shake your head no. All repeat.........................	Leai!
	E lē!	Point to the books and shake your head no. All repeat....	E lē!
	Leai, e lē 'o ni a'u tusi nā!	Teacher points at the books. Everyone points at the books and repeat.................	Leai, e lē 'o ni a'u tusi nā!
		Repeat with se'evae.	'O ni o'u se'evae nā? Leai, e lē 'o ni o'u se'evae nā.

(Your)	Au!	Point to yourself and make all point to you and repeat......	Au!
		Make everyone point to your books. Indicate a full sentence	'O au tusi.
(Your)	Ou!	Make everyone point to your shoes. All repeat	Ou!
		Indicate a full sentence	'O ou se'evae.
	Ni!	Draw a question. All repeat.	Ni!
		Make everyone point to your books. Indicate a full sentence.question.,..............	O ni au tusi?
		The teacher replies:	
	'Ioe, 'o a'u tusi!	Let each student ask and answer each other.	(i.e.) 'O ni au tusi? 'Ioe, 'o a'u tusi.

	Point to the books in the center and indicate all are to ask you a question......................	'O ni au tusi nā?
Leai, e lē 'o ni a'u tusi nā!	Let each student ask and answer each other in the same way.	
	Repeat with se'evae	(i.e.) 'O ni ou se'evae nā? Leai, e lē 'o ni o'u se'evae nā.

(His) Ana!	Point to one student but speak to all the others. All repeat.....	Ana!
	Point to his books and indicate a full sentence................	'O ana tusi.
(His) Ona!	Point to his shoes. All repeat.	Ona!
	Indicate a full sentence........	'O ona se'evae.
Ni!	Draw a question. All repeat....	Ni!
	Point to his books and indicate a full sentence question........	'O ni ana tusi?
	Indicate a yes answer...........	'Ioe, 'o ana tusi.
	Repeat with se'evae	(i.e.) 'O ni ona se'evae? 'Ioe, 'o ona se'evae.
	Point to the books in the center of the table. Point to the odd student again and indicate a question......................	'O ni ana tusi nā?
	Indicate a negative answer.....	Leai, e lē 'o ni ana tusi nā.
	Repeat with se'evae..........	(i.e.) 'O ni ona se'evae nā? Leai, e lē 'o ni ona se'evae nā.

'O ni se'evae o ai?	Point to the odd student's shoes	
	Indicate a question. All repeat	'O ni se'evae o ai?
	Indicate a full answer..........	O ona se'evae.
	Repeat with tusi	(i.e.) 'O ni tusi a ai? 'O ana tusi.
	Repeat with the other plural pronouns (a'u/o'u, au/ou)	(i.e.) 'O ni se'evae o ai? 'O o'u se'evae.

If time permits also review the singular possessives for singular nouns. This can be done by taking away one shoe and one book from

each student..............	(i.e.) 1 book: 'O sau tusi? 'Ioe, b la'u tusi. or Leai, e lē 'o sa'u tusi.
	(i.e.) 1 shoe: 'O sona se'evae? 'Ioe, 'o lona se'evae. or Leai, e lē 'o sona se'evae.
Try to make it evident that the plural noun form drops the 'l' or 's' which is present in the singular noun form.	

SUMMARY REVIEW

'O a'u tusi.	They are my books.
au	your
ana	his/her/its
'O o'u se'evae.	They are my shoes.
ou	your
ona	his/her/its
'O ni a'u/o'u tusi/se'evae?	Are they my books/shoes?
au/ou	your
ana/ona	his/her/its
Leai, e lē 'o ni a'u/o'u tusi/se'evae.	No, they are not my books/shoes.
au/ou	your
ana/ona	his/her/its
'Ioe, 'o a'u/o'u tusi/se'evae.	Yes, they are my books/shoes.
au/ou	your
ana/ona	his/her/its
'O ni se'evae o ai nā?	Whose shoes are those?
'O ni tusi a ai nā?	Whose books are those?

LESSON SEVENTEEN

TOPICS

(a) Pair plural possessive pronouns (for singular nouns)

our (2)	lo/la tā
our (2)	lo/la mā
your (2)	lo la lua
their (2)	lo/la lā

(b) Negative and indefinite ...... e lē

our (2)	so/sa tā
our (2)	so/sa mā
your (2)	so/sa lua
their (2)	so/sa lā

METHOD

Silent Way. Arrange the class so that everyone has a partner including the teacher. Each pair has a soda bottle and a lavalava setting right in front of them on the table. In addition, there is a soda bottle and a lavalava setting alone in the center of the table.

MATERIALS

Soda bottle and a folded lavalava for each pair. One extra bottle and lavalava setting in the center of the table.

TIME: 45 minutes

THE LESSON

Word		Action	Target Response
(Bottle)	Fagu!	Hold up a soda bottle. All repeat	Fagu!
(Our)	La tā!	Teacher points to himself and partner and says to his partner so all can hear.	
		Everyone repeats this to his own partner	La tā!

		Now have everyone point to their bottle and say to their own partner a full sentence	'O la tā fagu.
(Lavalava)	'Ie!	Point to the lavalava. All repeat	'Ie!
	Lo tā!	Again point to yourself and your partner and say only to your partner so all can hear. All repeat to their own partner.............	Lo tā!
		Everyone point to their lavalava and say to their own partner.....	'O lo tā 'ie.
	Sa tā!	Teacher point to hs bottle and draws a question. Say to your partner so all can hear..........	Sa tā!
	'O sa tā fagu?	Teacher points to his bottle and indicates a full sentence question and says to his partner only, so all can hear. All point to their own bottle and ask their partner...........................	'O sa tā fagu?
		Teacher nods his head yes and each student says a full sentence to his partner	'Ioe, o la tā fagu.
		Let each practice the question.	
	So tā!	Point to your lavalava and draw a question. All point to their lavalava and repeat	'So tā!
		Have each point to their own lavalava and ask a full sentence question to their partner...............	'O so tā 'ie?
		Nod your head yes. All students answer his partner.................	'Ioe, 'o lo tā 'ie.
		Let everyone ask and answer the question.	
		Point to the bottle in the center, indicate a question from your parter.............................	'O sa tā fagu lele?
		Everyone points to that bottle and asks their partner.................	'O sa tā fagu lele?

	Leai!	Teacher shakes his head no. All repeat..........................	Leai!
	E lē!	Teacher points to the bottle. All point and repeat............	E lē!
		Teacher indicates a full negative sentence	E lē 'o sa tā fagu lele.
		NOTE: If the students cannot make up this sentence on their own, the teacher must model it first.	
		Let everyone ask and answer their own partner giving both the yes and no answers....................	(i.e) 'O sa tā fagu lele? Leai, e lē 'o sa tā fagu lele. 'O sa tā fagu lea? Ioe, 'o la tā fagu lea.
		Repeat with the lavalava.	

For this next section, mā'ua, it is necessary for the speaker to show unity with his partner as he is speaking to the other students. This is easily shown by putting your arm around your partners shoulder.

(Our)	**La mā!**	Teacher puts his arm around his partners shoulder, point to their bottle and says to the other students.	
		All students touch their partners, look at the teacher and say........	La mā!
		Teacher points to the bottle and indicates his partner to speak an full sentence to the other students......	'O la mā fagu.
		All students repeat in the same manner (touching their partner but speaking to the teacher).................	'O la mā fagu.
	Lo mā!	Teacher now points to the lavalava.	
		Everyone repeats to the teacher while touching his own partner and pointing to their lavalava..................	Lo mā!

	Teacher indicates a full sentence	'O lo mā 'ie.
Sa mā!	Teacher points to his bottle, put hs arm around his partner and draws a question. Everyone repeats this to the teacher....................	Sa mā!
	Indicate a full sentence..........	'O sa mā fagu?
	Each one asks this question of the teacher while they are linked in pairs and pointing to their bottle.	'O sa mā fagu?
	Teacher indicates a yes answer (full sentence)....................	'Ioe, 'o la mā fagu.
	Repeat with the lavalava.	(i.e.) 'O so mā 'ie? 'Ioe, 'o lo mā 'ie.
	Teacher points to the bottle in the center. Everyone touches his partner and each asks the teacher question..................................	'O sa mā fagu lele?
	Each one asks the question.	
Leai!	Teacher shakes his head no. All repeat................................	Leai!
E lē!	Teacher points to the bottle in the center of the table, and shakes his head no. All repeat................	E lē!
	Teacher indicates a full sentence (about the bottle in the center) from his partner....................	E lē 'o sa mā fagu lele.
	Each student repeats the question directed at the teacher............	O sa mā fagu lele?
	The student answers his own question................................	Leai, e lē 'o sa mā fagu lele.
	Repeat with the lavalava..........	'O so mā 'ie lele? Leai, e lē 'o so mā 'ie lele.

For this next section on 'oulua, it is necessary for the speaker to look directly at the pair he is speaking to.

(Your)	La lua!	Teacher looks at one pair and says only to them but loud so that all can hear. Each person says this pointing to the teachers pair......................	La lua!
		Point to your bottle and indicate all are to say to you two a full sentence....................... Each student says this.	'O la lua fagu.
	Lo lua!	Point to the lavalava. All point to your lavalava and repeat	Lo lua!
		Indicate a full sentence	'O lo lua 'ie.
	Sa lua!	Point to your bottle and indicate a question. All point to your bottle and repeat...............	Sa lua!
		Indicate a full sentence........	'O sa lua fagu?
		Indicate to your partner that he is to answer yes................	'Ioe, 'o la mā fagu.
		Let all the students practice this question. Make sure they are using mā'ua when they answer the question..	
		Repeat with the lavalava........	(i.e.) 'O so lua 'ie? 'Ioe, 'o lo mā 'ie.
		Point to the bottle in the center and indicate a question to be asked of you............................	'O sa lua fagu lele?
		Indicate to your partner to give a negative answer.................	Leai, e lē'o sa mā fagu lele.

Let all the students practice this negative question.

		Repeat with lavalava.........	(i.e.) 'O so lua 'ie lele? Leai, e lē 'o so mā 'ie lele.
		For this last section on lā'ua the speaker must point to one pair but speak to another to show you are referring to 'them' two.	
(Their)	La lā!	Teacher points to a pair of students but looks at the other students and says to them. Every one points to that pair but speaks to the teacher	La lā!
		Point to the pair's bottle and indicate a full sentence........	'O la lā fagu.
	Lo lā!	Point to the pair's lavalava. All point and say to the teacher.	Lo lā!
		Indicate a full sentence........	'O lo lā 'ie.
	Sa lā!	Point to the pairs bottle and indicate a question. All point to that bottle and repeat...........	Sa lā!
		Indicate a full sentence	'O sa lā fagu?
		Let each person ask you this question about another pair's bottle.	'O sa lā fagu?
		Nod your head yes and indicate a full sentence.....................	'Ioe, 'o la lā fagu.
	So lā!	Point to their lavalava. Everyone points and repeats...........	So lā!
		Indicate a full sentence.........	'O so lā 'ie?
		Nod your head yes................	'Ioe, 'o lo lā 'ie.
		Point to the bottle in the center of the table and to the distant pair. Indicate the students are to ask you a full question about the pair.........................	'O sa lā fagu lele?
		Shake your head no...............	Leai, e lē 'o sa lā fagu lele.
		Repeat with lavalava.............	'O so lā 'ie lele? 'Ioe, 'o lo lā 'ie.

Review all pair pronouns (la tā, lo tā, la mā, lo mā, la lua, lo lua, la lā, lo lā)

(Who)	O ai!	Indicate a question and point to a pair's lavalava................	O ai!
		Indicate a full question........	'O le 'ie o ai?
		Indicate an answer..............	'O lo lā 'ie.
		Repeat with other pronouns.	
	A ai!	Indicate a question and point to a paira bottle..................	A ai!
		Indicate a full question........	'O le fagu a ai?
		Indicate a full answer	'O la lā fagu.
		Repeat with other pronouns.	

SUMMARY REVIEW

'O la tā fagu.	It's our (2) bottle.
mā	our (2)
lua	your (2)
lā	their (2)
'O so tā 'ie?	Is it our lavalava?
mā	our
etc	etc
E lē 'o sa tā fagu.	It's not our bottle.
etc	etc
'O le 'ie o ai lea?	Whose lavalava is this?
fagu a ai	bottle

* * *

LESSON EIGHTEEN

TOPICS

(a) Pair plural possessive pronouns (for plural nouns)

our	a/ o tā
our	a/ o mā
your	a/ o lua
their	a/ o lā

(b) Negative and indefinite .... e lē

our (2)	ni a/o tā
our (2)	ni a/o mā
your (2)	ni a/o lua
their (2)	ni a/o lā

METHOD

Silent Way. Everyone must have a partner. Every pair has two T shirts and two cigarettes on the table before them. In addition, there are two T shirts and two cigarettes setting in the center of the table.

MATERIALS

Two T shirts and two cigarettes for each pair and one extra set for the center of the table.

TIME: 45 minutes

THE LESSON

Word		Action	Target Response
		Review the pair possessives for singular nouns (Lesson Seventeen) before beginning this lesson.	
(Cigarette)	Sikaleti!	Point to a cigarette.......	Sikaleti!
(Our)	A tā!	Say this only to your partner but loud enough for the other students to hear. Each student repeats to his partner....................	A tā!

		Point to the cigarettes and indicate a full sentence.........	'O a tā sikaleti.
	Ni!	Draw a question................	Ni!
		Point to the cigarette in front of each pair and indicate each student is to ask his partner..	'O ni a tā sikaleti?
		Indicate a yes answer..........	'Ioe, 'o a tā sikaleti.
		Point to the cigarettes in the center of the table and indicate a question	'O ni a tā sikaleti nā?
	E lē!	Shake your head no.............	E lē!
		Indicate a full answer. Each student speaks only to his partner............................	E lē 'o ni a tā sikaleti nā.
		Let all practice.	

(T - shirt)	Mitiafu!	Point to your T shirts..........	Mitiafu!
	O tā!	Say this only to your partner. Each student repeats to his partner............................	O tā!
		Indicate a full sentence.........	'O o tā mitiafu.
		Point to the shirts in the center of the table and indicate a question............................	'O ni o tā mitiafu nā?
		Indicate a no answer.............	Leai, e lē 'o ni o tā mitiafu nā.
		Let everyone practice this.	

(Our)	A mā!	Speak on behalf of your pair to the other students................	A mā!
		Indicate a full sentence	'O a mā sikaleti.
	O mā!	Point to the T shirts............	O mā!
		Indicate a full sentence	'O o mā mitiafu.
	A lua!	Point to a pair and speak only to them. Point at their cigarettes. All repeat to the teacher's pair.	A lua!
		Full sentence	'O a lua sikaleti.
		Indicate a question about your groups cigarettes................	'O ni a lua sikaleti?

	Indicate that your partner is to answer yes.	'Ioe, 'o a mā sikaleti.
	Indicate a similar question about the cigarettes in the center of the table...........	'O ni a lua sikaletinā?
	Indicate a no answer from your partner......	Leai, e lē 'o ni a mā sikaletinā.
	Let each student practice.	

O lua!	Point to the T shirts of a pair and speak to them. All repeat to the teacher and his partner....................................	O lua!
	Full sentence	'O o lua mitiafu.
	Point to T shirts in the center and indicate a question..................................	'O ni o lua mitiafu nā?
	Indicate a no answer	Leai, e lē o ni o mā mitiafu nā.
	Let each student practice this and the positive answer as well.	

A lā!	Point to a distant pair.....................	A lā!
	Point to their cigarettes and indicate a full sentence	'O a lā sikaleti.
	Indicate a question about the cigarettes.....	'O ni a lā sikaleti?
	Indicate a yes answer........................	'Ioe, 'o a lā sikaleti.
	Indicate a no answer.........................	Leai, e lē 'o ni a la sikaleti nā.
O lā!	Point to that pairs T shirts.................	O lā!
	Indicate a question	'O ni o lā mitiafu?
	Indicate a yes answer...................	'Ioe, 'o o lā mitiafu?
	Indicate a no answer	Leai, e lē 'o ni o lā mitiafu nā.
	Review all.	

O ai!	Draw a question	O ai!
	Point to the distant pair's T shirts and indicate a question............................	'O mitiafu o ai?
	All answer...................................	'O o lā mitiafu.

A ai!	Draw a question	A ai!
	Point to the distant pair's cigarettes and indicate a question.........................	'O sikaleti a ai?
	All answer..................................	'O a lā sikaleti.
	Repeat with all the other pronouns.	

SUMMARY REVIEW

'O a tā sikaleti.	They're our (2) cigarettes.
mā	our (2)
lua	your (2)
lā	their (2)
'O ni o tā mitiafu?	Are they our T shirts?
mā	our
etc	etc
E lē 'o ni a tā sikaleti.	They aren't our cigarettes.
etc	etc
'O mitiafu o ai?	Whose T shirts?
sikaleti a	cigarettes

LESSON NINETEEN

TOPICS

(a) Plural possessive pronouns (for singular nouns)

	Definite	Indefinite
our	la/lo tātou	sa/so tātou
our	la/lo mātou	sa/so mātou
your	la/lo tou	sa/so tou
their	la/lo lātou	sa/so lātou

(b) Plural possessive pronouns (for plural nouns)

	Definite	Indefinite
our	a/o tātou	ni a/o tātou
our	a/o mātou	ni a/o mātou
your	a/o tou	ni a/o tou
their	a/o lātou	ni a/o lātou

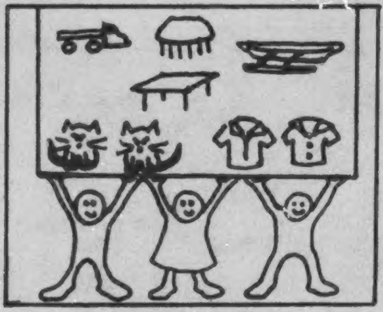
(c) Negative .... e lē

METHOD

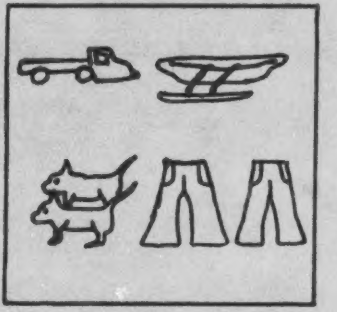
Silent Way. There must be three groups of three students or more. In this lesson there is a teacher's group (teacher and two students); a student's group (three students) and a picture of three people on the wall.

MATERIALS

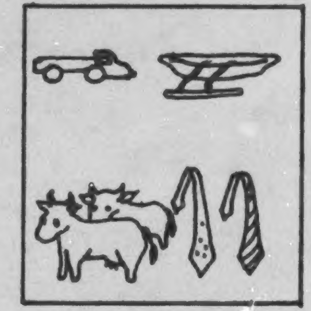
Three large picture charts line the ones shown below. (One for each group).



WALL CHART



STUDENT'S GROUP



TEACHER'S GROUP

TIME: 45 minutes

THE LESSON

Word		Action	Target Response
(Table)	Laulau!	Point to the class table......	Laulau!
	La tātou!	Point to everyone in the room (including the three people in the picture on the wall and yourself)....................	La tātou!
		Point to the class table and indicate a full sentence......	'O la tātou laulau.
	Sa tātou!	Draw a question	Sa tātou!
		Point to the table and indicate a full sentence question.......	'O sa tātou laulau?
		Indicate a yes answer..........	'Ioe, 'o la tātou laulau.
(House)	Fale!	Point at the house you are in.	Fale!
	Lo tātou!	Again point to everyone (including yourself).................	Lo tātou!
		Point to the house and indicate a full sentence................	'O lo tātou fale.
	So tātou!	Draw a question................	So tātou?
		Full sentence question.........	'O so tātou fale?
		Indicate a yes answer..........	'Ioe, 'o lo tātou fale.
		Point to the house in the picture on the wall. Indicate a full question	'O so tātou fale?
(No)	E lē!	Shake your head no.............	E lē!
		Indicate a full sentence.......	E lē 'o so tatou fale.
		Repeat with the picture of the table........................	(i.e.) 'O sa tātou laulau? Leai, e lē 'o sa tātou laulau.
(Truck)	Loli!	Teacher points to the picture of a truck.........................	Loli!
(Our)	La mātou!	Teacher speaks on behalf of his group to the other students. All repeat to the teacher's group.........................	La mātou!

		Each student in the teadher's group points to their truck and says to the other group..	'O la mātou loli.
		Each student in the other group points to their truck and says to the teacher's group.........	'O la mātou loli.
(Canoe)	Paopao!	Point to the canoe picture.....	Paopao!
	Lo mātou!	Teacher speaks on behalf of the students in his group..........	Lo mātou!
		Each student in the teacher's group points to the picture of their boat and says to the other group...........................	0 lo mātou paopao.
(Your)	Lo tou!	Teacher points to the other group's canoe. All repeat	Lo tou!
		Each student in the teacher's group points to the other group's canoe and says to them.........	'0 lo tou paopao.
		Each student in the other group points to the teacher's canoe and says to them................	'0 lo tou paopao.
		Repeat with the 'truck' using la.	'0 la tou loli.
	Sa tou!	Point to the other groups truck and indicate a question.........	Sa tou!
		Indicate that the two groups are to question each other..........	(i.e.) '0 sa tou loli? 'Ioe, 'o la mātou loli. Leai, e lē 'o sa mātou loli.
	So tou!	Point to the other groups canoe and indicate a question	So tou!
		Indicate that the two groups are to question each other..........	(i.e.) '0 so tou paopao? 'Ioe, 'o lo mātou paopao. Leai, e lē 'o so mātou paopao.
(Their)	Lo lātou!	Point to the canoe of the group picture on the wall..............	Lo lātou!
		Indicate a full santence.........	'0 lo lātou paopao.
	La lātou!	Point to the group's truck........	La lātou!

		Indicate a full sentence......	'O la lātou loli.
	Sa lātou!	Point to the truck in the wall picture and indicate a question.	Sa lātou!
		Full sentence question.........	'O sa lātou loli?
		Indicate a 'Yes' answer.........	'Ioe, 'o la lātou loli.
		Indicate a 'No' answer.........	Leai, e lē 'o sa lātou loli.
	So lātou!	Indicate a question and point to the canoe in the group picture......................	So lātou!
		Full sentence question.........	'O so lātou paopao?
		'Yes' answer..................	'Ioe, 'o lo lātou paopao.
		'No' answer.....................	E lē 'o so lātou paopao.
		Review all at this time and let the students ask and answer questions using any pronoun. Then proceed with the plurals below.	
(Cat)	Pusi!	Point to the picture of cats on the wall.........................	Pusi!
(Their)	A lātou!	Point to the group picture on the wall	A lātou!
		Indicate a full sentence	'O a lātou pusi.
(Some)	Ni!	Draw a question	Ni!
		Point to the cats and indicate a full sentence....................	'O ni a lātou pusi?
		Indicate a 'yes' answer..........	'Ioe, 'o a lātou pusi.
		Indicate a 'no' answer...........	Leai, e lē 'o ni a lātou pusi.
(Shirt)	'Ofutino!	Point to the picture of the shirts	'Ofutino!
	O lātou!	Point to the group picture........	O lātou!
		Indicate a full santence..........	'O o lātou 'ofutino.
		Draw a question	'O ni o lātou 'ofutino?
		Indicate a 'yes' answer...........	'Ioe, 'o o lātou 'ofutino.
		Again indicate the same question	'O ni o lātou 'ofutino?

		Now shake your head no	Leai, e lē 'o ni o lātou 'ofutino.

(Dog)	Maile!	Point to the dog picture.........	Maile!
(Cow)	Povi!	Point to the cow................	Povi!
(Your)	A tou!	Teacher points to the other group All repeat	A tou!
		Teacher points to the other group's dogs. Each of the teacher's group says to the other group...........	'O a tou maile.
		The other group now points to the teacher's group's cows and says to them............................	'O a tou povi.

(Pants)	'Ofuvae!	Point to the picture of pants.....	'Ofuvae!
(Necktie)	Fusiua!	Point to the neckties............	Fusiua!
	O tou!	Point to the other group..........	O tou!
		All the teacher's student's say to them............................	'O o tou 'ofuvae.
		The other group says to the teacher's group about the neckties.....	'O o tou fusiua.

(Our)	A mātou!	Teacher speaks on behalf of the students in his group but talks to the other group. Point to the cows All repeat	A mātou!
		Each student in the teacher's group points to their cow picture and says to the other group.................	'O a mātou povi.
		Repeat with fusiua using 'o'........	'O o mātou fusiua.
		Each student in the other group points to their to their dog picture and says to the teacher's group.....	'O a mātou maile.
		Repeat with 'ofuvae using the 'o'....	'O o mātou 'ofuvae.

	Ni o tou!	Indicate a question and point to the pants and neckties..................	Ni o tou!
		Indicate that the students are to ask and answer each other..........	(e.g.) 'O ni o tou fusiua? 'Ioe, 'o o mātou fusiua.

			Leai, e lē 'o ni o mātou fusiua.
	Ni a tou!	Indicate a question and point to the dogs and the cows...........	Ni a tou!
		Indicate that the students are to ask and answer each other....	(i.e.) 'O ni a tou povi? 'Ioe, 'o a mātou povi. Leai, e lē 'o ni a mātou povi.
(Our)	O tātou!	Teacher points to his own group's neckties and speaks only to his group. All repeat...............	O tātou!
		Each student points to his own group's objects and says to his own group only....................	'O o tātou fusiua. or 'O o tātou 'ofuvae.
		Repeat with maile and povi using 'a'	(i.e.) 'O a tātou maile. 'O a tātou povi.
	Ni a tātou!	Indicate a question	Ni a tātou!
		Indicate the students are to ask questions within their own group only.............................	(i.e.) 'O ni a tātou povi? 'Ioe, 'o a tātou povi. Leai, e lē o ni a tātou povi.
		Repeat with ni o tātou.........	(i.e.) 'O ni o tātou fusiua? Ioe, 'o o tātou fusiua. Leai, e lē 'o ni o tātou fusiua.
	A ai!	Indicate a question and point to the cat picture....................	A ai!
		Indicate a full sentence question	'O ni pusi a ai?
		Indicate a full answer............	'O a lātou pusi.
	O ai!	Indicate a question and point to the shirt picture..................	O ai!
		Question..........................	'O ni'ofutino o ai?

Answer..'O o lātou 'ofutino.

Repeat the question with the other plural pronouns, then review with singular objects (loli, paopao, laulau)....................(i.e.)

'O ni maile a ai?
'O a mātou maile.

(i.e.)
'O le paopao a ai?
'O lo tou paopao.

SUMMARY REVIEW

'O la tātou laulau.	It's our table.
mātou	our
tou	your
lātou	their
'O sa tātou laulau?	Is it our table?
mātou	our
tou	your
lātou	their
E lē 'o sa tātou laulau.	It's not our table.
etc	etc
'O o tātou 'ofuvae.	They're our pants.
etc	etc
'O ni o tātou 'ofuvae?	Are they our pants?
Leai, e lē 'o ni o tātou ofuvae.	No, they aren't our pants.
etc	etc
'O le loli a ai?	Whose truck?
laulau	table
'O 'ofuvae o ai?	Whose pants?
va'a	boats

REVIEW DRILL SIX

TOPICS

Personal pronouns

METHOD: Substitution drill.

TIME: 35 minutes

THE DRILL

Introduction: The teacher models the questions and answers for the students. When the structure is known, the students ask and answer each other.

I. Singular: One person question another answers, students rotate. Always point to the person indicated in the question.

First:	'0 ai a'u?	Who am I?
Second:	'0 'oe 'o Ioane.	You are John.
First:	'0 ai 'oe?	Who are you?
Second:	'0 a'u 'o Toma.	You are Tom
First:	'0 ai ia?	Who is he?
Second:	'0 ia 'o Simi	He is Jim.

II. Pair Plural: Everyone sits with a partner. Each pair takes a turn reciting the drill below.

Student:	'0 ai tā'ua?	Who are we?
Partner:	'0 'oe ma a'u.	You and I.
Student:	'0 ai lā'ua?	Who are they?
Partner:	'0 Sina ma Toma.	Sina and Toma.
Student to Sina:	'0 ai mā'ua?	Who are we?
Sina:	'0 lua ma Simi (partner)	You and Simi.
Student to Sina:	'0 ai 'oulua?	Who are you (2)
Sina:	'0 mā'ua ma Toma.	Toma and I (we and Toma)

III. Plural: Sit in two groups of three or more. One student in each group takes turns asking questions of the other. If there aren't enough students in one class, classes can be combined, or pictures used in place of students.

(i.e.)

GROUP I	GROUP 2
Simi, Toma, Mele.	Tina, Ioane, Siaki.

SIMI:	'0 ai tātou?	Who are we?
TINA:	'0 Toma, 'o Mele, 'o Siaki 'o Ioane, 'o 'oe ma a'u.	Toma, Mele, Siaki, Ioane, you and I.
SIMI:	'0 ai 'outou?	Who are you (pl)?
TINA:	'0 Ioane, 'o Siaki, ma a'u.	Ioane, Siaki and I.
SIMI ASK'S OF SOMEONE IN HIS GROUP:	'0 ai latou?	Who are they?
TOMA:	'0 Tina, 'o Ioane, ma Siaki.	Tina, Ioane, and Siaki.

REVIEW DRILL SEVEN

TOPICS

Singular possessive (singular and plural nouns)

METHOD: Substitution drill

MATERIALS

Two pens and two shoes for each student. The teacher has two belts and two books. One other student has two watches and two shirts.

TIME: 30 minutes

THE DRILL

I. **Singular Nouns:** In this drill each student takes a turn asking and answering his own questions about first his own objects (la'u peni, lo'u se'evae), then the teacher's objects (lau tusi, lou fusipa'u), and finally the odd student's objects (lana uati, lona ofutino). This is done for both the 'a' and 'o' objects. The example drills below are for a student who has a pen and a shoe.

'A' Nouns

'0 le peni a ai?	Whose pen?
'0 la'u peni.	My pen.
'0 le tusi a ai?	Whose book?
'0 lau tusi.	Your book.
'0 le uati a ai?	Whose watch?
'0 lana uati.	His watch.

'0' Nouns:

'0 le se'evae o ai?	Whose shoe?
'0 lo'u se'evae.	My shoe.
'0 le fusipa'u o ai?	Whose belt?
'0 lou fusipa'u.	Your belt.
'0 le 'ofutino o ai?	Whose shirt?
'0 lona 'ofutino.	His shirt.

'A' Nouns:

'0 sa'u peni?	Is it my pen?
'Ioe, 'o la'u peni.	Yes, it's my pen.
Leai, e lē'o sa'u peni.	No, it's not my pen.
'0 sau tusi?	Is it your book?
'Ioe, 'o lau tusi.	Yes, it's your book.
Leai, e lē 'o san tusi.	No, it's not your book.
'0 sana uati?	Is it his watch?
Ioe, 'o lana uati.	Yes, it's his watch.
Leai, e lē 'o sana uati.	No, it's not his watch.

'O' Nouns:

'O so'u se'evae?	Is it my shoe?
'Ioe, 'o lo'u se'evae.	Yes, it's my shoe.
Leai, e lē 'o so'u se'evae.	No, it's not my shoe.
'O sou fusipa'u?	Is it your belt?
'Ioe, 'o lou fusipa'u.	Yes, it's your belt.
Leai, e lē 'o sou fusipa'u.	No, it's not your belt.
'O sona 'ofutino?	Is it his shirt?
'Ioe, 'o sona 'ofutino.	Yes, it's his shirt.
Leai, e lē 'o sona 'ofutino.	No, it's not his shirt.

II. **Plural Nouns:** Teacher has two books and two belts. One student has two watches two shirts. All the other students have two pens and two shoes. Follow the same proceedure as with the singulars.

'A' Nouns:

'O peni a ai?	Whose pens?
'O a'u peni.	My pens.
'O tusi a ai?	Whose books?
'O au tusi.	Your books.
'O uati a ai?	Whose watches?
'O ana uati.	His watches.

'O' Nouns:

'O se'evae o ai?	Whose shoes?
'O o'u se'evae.	My shoes.
'O fusipa'u o ai?	Whose belts?
'O ou fusipa'u.	Your belts.
'O 'ofutino o ai?	Whose shirts?
'O ona 'ofutino.	His shirts.

'A' Nouns:

'O ni a'u peni?	Are they my pens?
'Ioe, 'o a'u peni.	Yes, they're my pens.
Leai, e lē 'o ni a'u peni.	No, they're not my pens.
'O ni au tusi?	Are they your books?
'Ioe, 'o au tusi.	Yes, they're your books.
Leai, e lē'o ni au tusi.	No, they're not your books.
'O ni ana uati?	Are they his watches?
'Ioe, 'o ana uati.	Yes, they're his watches.
Leai, e lē'o ni ana uati.	No, they're not his watches.

'O' Nouns:

'O ni o'u se'evae?	Are they my shoes?
'Ioe, 'o o'u se'evae.	Yes, they're my shoes.
Leai, e lē'o ni o'u se'evae.	No, they're not my shoes.
'O ni ou fusipa'u?	Are they your belts?

'Ioe, 'o ou fusipa'u.	Yes, they're your belts.
Leai, e lē 'o ni ou fusipa'u.	No, they're not your belts.

'O ni ona 'ofutino?	Are they his shirts?
'Ioe, 'o ona 'ofutino.	Yes, they're his shirts.
Leai, e lē 'o ni ona 'ofutino.	No, they're not his shirts.

REVIEW DRILL EIGHT

TOPICS

Pair possessive(singular and plural)

METHOD: substitution - expansion drill.

MATERIALS

Two packages of cigarettes and two T shirts for each pair of students. The teacher's pair has two hats and two toy cars as well. One other pair has two notebooks and two neckties also.

TIME: 30 minutes

THE DRILL

I. SINGULAR NOUNS: Each pair of students takes turns first describing their objects (using tā and mā), then the teacher's pair's objects (using lua), and finally the other pair's objects (using lā). This is done for both the 'a' and 'o' objects. Below is a sample drill for a pair of students with a package of cigarettes and a T shirt.

(A) 'A' Objects:

'O la tā pepa sikaleti.	Our pack of cigarettes.
'O sa tā pepa sikaleti?	Is it our pack of cigarettes?
E lē 'o sa tā pepa sikaleti.	It's not our pack of cigarettes.
'O la mā pepa sikaleti.	Our pack of cigarettes.
sa mā (?)	Our (?)
E lē	It's not
'O la lua ta'avale.	Your car.
sa lua (?)	Your (?)
E lē	It's not
'O la lā 'api.	Their notebook.
sa lā (?)	Their (?)
E lē	It's not

(B) 'O' Objects:

'O lo tā mitiafu.	Our T shirt.
so tā (?)	Our (?)
E lē	It's not

'0 lo mā mitiafu.	Our T shirt.
so mā (?)	Our (?)
E lē	It's not
'0 lo lua pūlou.	Your hat.
so lua (?)	Your (?)
E lē	It's not
'0 lo lā fusiua?	Their necktie.
so lā (?)	Your (?)
E lē	It's not

II. PLURAL NOUNS: Repeat the drill in the same way but this time each pair has two of each object mentioned in part one.

(A) 'A' Objects:

'0 a tā pepa sikaleti.	Our packs of cigarettes.
ni a tā (?)	Our (?)
E lē	They aren't
'0 a mā pepa sikaleti.	Our packs of cigarettes.
ni a mā (?)	Our (?)
E lē	They aren't
'0 a lua ta'avale.	Your cars.
ni a lua (?)	Your (?)
E lē	They aren't
'0 a lā 'api.	Their notebooks.
ni a lā (?)	Their (?)
E lē	They aren't

(B) '0' Objects:

'0 o tā mitiafu.	Our T shirts.
ni o tā (?)	Our (?)
E lē	They aren't
'0 o mā mitiafu.	Our T shirts.
ni o ma (?)	Our (?)
E lē	They aren't
'0 o lua pūlou.	Your hats.
ni o lua (?)	Your (?)
E lē	They aren't
'0 o lā fusiua.	Their neckties.
ni o lā (?)	Their (?)
E lē	They aren't

REVIEW DRILL NINE

TOPICS

Plural possessive pronouns (singular and plural)

METHOD: Substitution drill

MATERIALS

A table, two shoes and two pens for each participant.

TIME: 30 minutes

THE DRILL

I. **Singular:** Teacher models each first sentence, students repeat. Teacher then says only the underlined word and students substitute accordingly.

'O la tātou laulau.	Our table.
mātou	Our
tou	Your
lātou	Their
'O sa tātou laulau?	Is it our table?
mātou	our
tou	your
lātou	their
E lē 'o sa tātou laulau.	It's not our table.
mātou	our
tou	your
lātou	their
'O lo tātou fale.	Our house.
mātou	Our
tou	Your
lātou	Their
'O so tātou fale?	Is it our house?
mātou	our
tou	your
lātou	their

E lē'o se tātou fale.	It's not our house.
mātou	our
tou	your
lātou	their

II. Plural: Teacher models the first sentence, students repeat. Teacher then says only the underlined word, student substitute accordingly. Everyone places two pens and two shoes on the table.

'O a tātou peni.	Our pens.
mātou	Our
tou	Your
lātou	Their
'O ni a tātou peni?	Are they our pens?
mātou	our
tou	your
lātou	their
E lē 'o ni a tātou peni.	They aren't our pens.
mātou	our
tou	your
lātou	their
'O o tātou se'evae.	Our shoes.
mātou	Our
tou	Your
lātou	Their
'O ni o tātou se'evae.	Are they our shoes?
mātou	our
tou	your
lātou	their
E lē 'o ni o tātou se'evae.	They aren't our shoes.
mātou	our
tou	your
lātou	their

GRAMMAR REVIEW THREE

NOTES ON LESSON THIRTEEN

There are two sets of personal pronouns in Samoan, the independent and dependent. The eleven pronouns in this lesson form the independent set which is used in non-verbal sentence construction. (See Lesson 21 and 22 for dependent pronouns)

All of these pronouns normally take the particle 'o before them and in more formal speech 'i is prefixed to the pronoun. There is no difference in meaning with 'i.

'O tātou ....We
'O 'i tātou.........................We

Samoan has two pronoun categories which are not found in English.

(1) The pair plural (also called dual) is used for only two persons. Note that all four pair plural pronouns are compounds of the word lua (two) and that the real plural are compounds of tou (from tolu - three)

(2) 'We' in Samoan can be either inclusive or exclusive of the person being spoken to. Tā'ua and tātou (we) includes everyone, both the speaker and listener (s). Mā'ua and mātou excludes the listener(s) from the group.

Ia, the third person pronoun is used for masculine, feminine and neuter.

Ai is the interrogative pronoun meaning 'who'. It is both singular and plural and doesn't have a dependent form.

There is no verb 'to be' in Samoan. The sentence 'I am a boy' is constructed in a roundabout way, the pronoun and the noun (I, boy) are placed in apposition.

'O a'u 'o le tama ....I am a boy.

Note that in this lesson, names read consecutively are all joined by the conjunction 'and.' It is possible to join such series of names with the particle 'o.

'O Toma ma Sina ma Ioane ma Siaki.
'O Toma 'o Sina 'o Ioane ma Siaki.

The student should also be aware that Samoan uses plural pronouns in many cases where the singular is used in English.

O mā'ua ma Simi ....Simi and I
O 'oulua ma Mele ....Mary and you.

NOTES ON LESSON FOURTEEN:

As stated in the notes on Lesson Thirteen, placing nouns (pronouns) in apposition gives the equivalent of the English: I am a....., You are a......., etc.

In this lesson, se and ni are used to express questions or negative statements:

'O 'oe o se tama?	Are you a boy?
'O latou o ni faiā'oga?	Are they teachers?
E lē 'o a'u 'o se tama.	I'm not a boy.

Adjectives normally follow the noun they modify.

'O le peni mūmū lea.	This is a red pen.

Stressing the adjective however can change the word order as well as the meaning (see Lesson 29)

E mūmū le peni lea.	Red is (the colour of) this pen.

NOTES ON LESSON FIFTEEN:

Students will note that every possessive pronoun in this lesson has two forms, an 'a' form and an 'o' form.

lo'u - la'u	my
lou - lau	your
lona - lana	his/her/its

It will be seen in Lessons 16,17,18 and 19 that this is true for all Samoan possessive pronouns (our, your, their, etc). A more complete explaination of this is to be found in the Grammar section of the appendix (see possessive pronouns) and the student should be aware of the rules governing the uses of the 'a' or the 'o' form of the possessives for any given noun. It should be sufficient to note a fairly accurate rule of thumb for using these possessives. If the noun in possession is very personal (i.e. parts of the body, relatives.) the 'o' possessive are used. Non-personal nouns (those which have importance as 'things' or mere 'objects' rather than as intimate parts of one's life) take the 'a' possessives.

In questions or negative statements, the possessives begin with 's' rather than 'l'. This is very similar to the use of se rather than le in the first section of the book.

'O la'u uati.	It's my watch.
'O sa'u uati?	Is it my watch?
'O le uati.	It is a watch.
'O se uati?	Is it a watch?

Ai is the interrogative pronoun 'who'(whom). When asking the question 'Whose pen is it?', Samoan makes use of this pronoun and the prepositions 'a' or 'o' (both meaning 'of').

'O le peni a ai?	It's the pen of who?
'O le va'a o ai?	It's the boat of who?

Note that the choice of 'o' or 'a' as the preposition 'of' depends upon the class of the noun (personal or non-personal)

It is possible in Samoan to show possession using the independent pronouns of Lesson 13 and the prepositions 'a' or 'o'. This construction is not as common as the use of the possessive pronouns and it is considered by some to be corrupted Samoan.

'O le peni a a'u.	The pen of me.
E lē 'o le va'a o a'u.	It's not my boat.

NOTES ON LESSON SIXTEEN:

Because most Samoan nouns do not have a plural form, the possessive pronouns themselves change to show plurality of the nouns they precede. The definite pos-

possessives (la'u/lo'u, lau/lou, lana/lona) all drop the 'l' when used in the plural.

'O o'u se'evae....................	My shoes.
'O ana maile......................	His dogs.

The same change occurs for the indefinite and negative possessives when used with plural nouns (sa'u/so'u, sau/sou,sana/sona. Here the 's' is dropped and the word ni is added.

'O ni o'u se'evae?................	Are they his shoes?
E lē 'o ni ana maile............	They aren't his dogs.

NOTES ON LESSON SEVENTEEN:

The possessive pronouns for the pair plurals (ours(2), yours(2), theirs(2)) are derived from the personal pronouns of Lesson 13 (tā'ua, mā'ua, 'oulua, lā'ua). The markers lo or la (personal, non-personal) precede a shortened form of the pronoun to give the possessives.

'O la tā ta'avale.................	Our car.
'O lo mā tuafafine	Our sister.
'O la lua laulau..................	Your table.
'O lo lā tamā.....................	Their father.

Questions and negative statements use the markers sa and so in place of la and lo respectively.

'O sa tā ta'avale?................	Is it our car?
E lē 'o so mā tuafafine.........	It's not our sister.

The student should be aware that in coloqual speech, la and lo are leveled to le. Similarly, sa and so are leveled to se.

FORMAL		COLLOQUIAL
'O lo mātou tamā.	'O le mātou	tama.
'O la mātou tusi.		tusi.

This leveling occurs only with the pair plurals and the real plurals (Lessons 17,18,19) in which the possessive markers (la,lo,sa,so) are independent words, but not in the singular possessives (la'u, lau, lana, etc) where the marker is part of the word.

As with the singular possessives, the pair plurals can also show possession using the prepositions a and o and the independent form of the pronoun.

O se laulau a 'oulua?............	Is it your table?
'O le tamā o la'ua................	Its their father.

NOTES ON LESSON EIGHTEEN:

Note inthis lesson that when the noun in possession is plural, the 'l' or 's' or the possessive marker is dropped.

'O la tā uati.....................	Its our watch.
'O a tā uati......................	They're our watches.

Also note that ni is added in questions or negative statements.

'O ni o lā tuafāfine?............	Are they their sisters?
E lē 'o ni o lā tuafāfine.......	They aren't their sisters.

NOTES ON LESSON NINETEEN:

There are no short forms for tātou, mātou, and lātou. The possessive markers (la, lo, sa, so, etc) are placed directly before these pronouns to show plural possession (our, your, their).

As already stated in Notes on Lesson 13, there is a common leveling of the possessive markers in colloquial speech. This is also true when the noun is plural. In addition, ni is frequently dropped in questions and negative statements. This means in essence that for pair plural and plural possessives, the o/a as well as the definite/indefinite specifications of the noun are dropped.

FORMAL		**COLLOQUIAL**
'0 o mā fale.	'0 mā	fale.
'0 ni a mā ta'avale?		ta'avale?

It should be noted however that in formal speech the possessive markers (la/lo) are retained especially on occasions when the speaker wants to express closeness or intimacy, as in the case of the Lords Prayer.

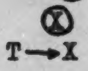
'0 lo mātou Tamā.......... Our Father...

* * *

WORK SHEET NUMBER THREE

I. 'T' represents the speaker. The arrow shows who he is talking to and the circle shows who he is talking about. (i.e.)

1. ______________________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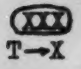
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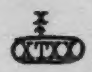
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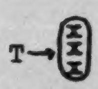
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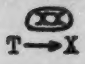
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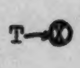
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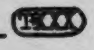
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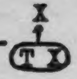
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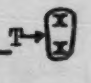
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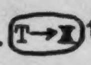

11. ______________________

II. Translate these sentences into Samoan.

motu - island; atumotu - island group; nu'u - village; atunu'u - country; a'ai - city; komitineta - continent; Ausitalia - Australia; Niu Sila - New Zealand.

12. Samoa is an island group. ______________________
13. Australia is a continent. ______________________
14. Where is your(2) country? ______________________
15. New Zealand is my country. ______________________
16. Our (2) village is Lepea. ______________________
17. What's the name of your (pl) city? ______________________
18. Their (pl.) village is on the island of Manono. ______________________
____
19. America isn't an island. ______________________
20. Sina's city is Apia. ______________________
21. Is New Zealand an island group? ______________________
____
22. Where is the island of Savai'i? ______________________

III. Answer these questions:

Name - igoa; father - tamā, mother - tinā; same sex sibling - uso; male's sister - tuafafine; female's brother - tuagane; or - po; year - tausaga.

23. 'O ai lou igoa?______________________________

24. 'O ai le igoa o lou tamā? ______________________________

25. 'O 'oe 'o se tama po 'o se teine?______________________________

26. E fia ni ou uso?______________________________

27. E fia ni ou tuafāfine (tuagane)______________________________

28. 'O ai le igoa o lou tinā?______________________________

29. E fia ona tausaga?______________________________

30. E fia ou tausaga?______________________________

31. 'O fea lo tou atunu'u?______________________________

32. E to'afia tagata i lo tou 'āiga?______________________________

33. 'O se Samoa po 'o se Amelika lou tamā? ______________________________

34. 'O ai lona igoa? ______________________________

35. E fia ona tausaga?______________________________

THE FIVE COMMON TENSES

NEGATIVE OF THE FIVE TENSES

DEPENDENT PRONOUNS

PASSIVE VERB SUFFIX

PLURAL VERBS

LESSON TWENTY

TOPICS

(a) Present tense (immediate) ....'ua

(b) Simple states of the weather.

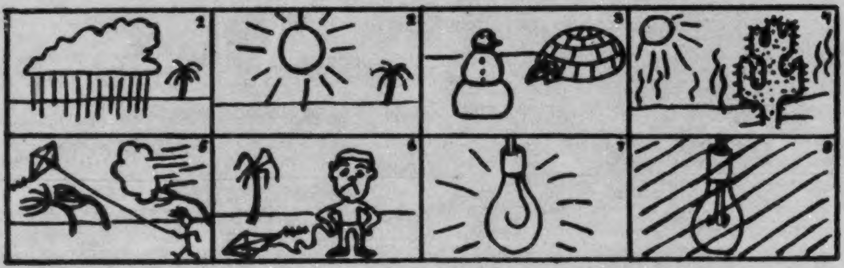
raining	timu
sunny	läofie
etc.	

(c) The question word: 'how'......... fa'apēfea

METHOD: Silent Way

MATERIALS

A picture chart like the one below:



TIME: 45 minutes

THE LESSON

Word	Action	Target Response
(Rain) Timu!	Point to the first picture, Rain.....	Timu!
(It is) 'Ua!	Hold up one finger	'Ua!
	Point again to the Rain picture this time holding up two fingers	'Ua timu.
(Sunny) Laofie!	Point to the second picture; of the sunshine..........................	Laofie!

		Hold up 2 fingers and again point to the second picture	'Ua laofie.
(Cold)	Mālūlū!	Point to the third picture	Mālūlū!
		Hold up 2 fingers	'Ua mālūlū.
(Hot)	Vevela!	Point to the fourth picture.......	Vevela!
		Hold up 2 fingers	'Ua vevela.
		Review all until known	

For this next section on questions and answers, the yes answer will be presented first. The teacher must therefore choose his questions according to the weather of the day on which he is teaching. For this book we will assume it is a hot, sunny day.

Using good voice inflection, the teacher points outside the classroom touches the sun picture and asks (while drawing a question):

	'Ua laofie!	All students repeat .... NOTE: Voice inflection is important here. Correct students who are in error.	'Ua laofie!
(Yes)	'Ioe!	Shake your head yes	'Ioe!
		Indicate a full sentence	'Ioe, 'ua laofie.
		Now point to the picture of the rain. Indicate a question	'Ua timu?
(No)	Leai!	Shake your head no	Leai!
(Its not)	E lē'o!	Shake your head no and also point to the picture of rain. All repeat	E lē'o!
		Indicate a full sentence. Shake your head no and point to the rain picture	Leai, e lē'o timu!
		Point to the picture of cold and indicate a question	'Ua mālūlū?

		Indicate a full sentence answer and shake your head no.................	Leai, e lē'o mālūlū.
		Practice with all four pictures using different sentence combinations in both questions and answers. Practice both you and no answers.	(i.e.) Ua timu? Leai, e lē'o timu, 'ua laofie.

(Weather)	Tau!	Point to the first picture	Tau!
		Indicate a full sentence	'O le tau.
		Point to the second picture	'O le tau.
		Point to the third picture	'O le tau.
		Point to the fourth picture	'O le tau.
(How)	Fa'apēfea!	Draw a question while you say the word. All repeat	Fa'apēfea!
(It's)	'O!	Hold up 1 finger	'O!
		Hold up 2 fingers and indicate a question	'O fa'apēfea?
		Now indicate a question, point to the weather pictures and hold up 4 fingers	'O fa'apēfea le tau?
		Have all repeat the question until mastered.	
		Let one student ask the question..	'O fa'apēfea le tau?
		You point to the sun picture and indicate all are to respond	'Ua laofie.
		Again the question	'O fa'apēfea le tau?
		This time try a negative answer by teaching the rain picture and shaking your head no	E lē'o timu.

Continue these question and answers until the students feel comfortable. A variation is the following question and answers:

(a) 'O fa'apēfea le tau?

(b) Ua laofie.

(c) 'Ua timu?

(d) Leai, 'ua laofie.

		Introduce the last four pictures so that the students can continue questions and answers with new words.	
(Windy)	Matagi!	Point to the wind picture (No.5)..	Matagi!
		Hold up 2 fingers	'Ua matagi.
(Calm)	Malū!.	Point to calm picture(No.6).......	Malū!
		Hold up 2 fingers	'Ua malū.
(Light)	Mālamalama!	Point to the light picture (No.7).	Mālamalama!
		Full sentence	'Ua mālamalama .
(Dark)	Pōgisā!	Point to the dark picture (No.8)..	Pōgisā!
		Complete sentence	'Ua pōgisā.
		Now review all the questions and answers with all of the words.	

(In)	I!	Hold up 1 finger	I!
	Amelika!	Point far away...................	Amelika!
		Hold up 2 fingers	I Amelika.
		Draw a question mark and point first to the weather pictures then far away. Hold up 6 fingers	'O fa'apēfea le tau i Amelika?
		Everyone repeats the question until mastered. You then point to the picture or pictures that best describes the present weather in America. (Cold and windy).	'Ua mālūlū ma matagi Amelika.
		Use negative answers also..........	E lē'o vevela Amelika.
	Samoa!	Point right here (down)............	Samoa!
		Point to the weather pictures and down and indicate a question......	'O fa'apēfea le tau i Samoa?
		Point to the pictures which best describe Samoa's weather right now (hot, sunny)	'Ua vevela ma laofie Samoa.
		Review all questions and answers from the beginning.	

SUMMARY REVIEW

'O fa'apēfea le tau?	How's the weather?
'Ua timu.	It's raining.
laofie	sunny
mālūlū	cold
vevela	hot
matagi	windy
malū	calm
pōgisā	dark
mālamalama	light
'Ua timu?	Is it raining?
etc.	etc.
'Ioe, 'ua timu.	Yes, it's raining.
etc.	etc.
Leai, e lē'o timu.	No, it's not raining.
etc.	etc.
'O fa'apēfea le tau i Amelika?	How's the weather in America?
Samoa	Samoa
'Ua vevela Samoa.	It's hot (in) Samoa.
mālūlū Amelika	cold America
'Ua vevela ma làofie Samoa.	It's hot and sunny (in) Samoa.
etc etc	etc etc

LESSON TWENTY-ONE

TOPICS

(a) Present tense (immediate) continued .....'ua

(b) Simple emotional states:

happy ....fiafia
sad ....fa'anoanoa
etc.

(c) Introduction to dependent forms of personal pronouns:

I ....'ou
you ....'e
he/she/it .... ia

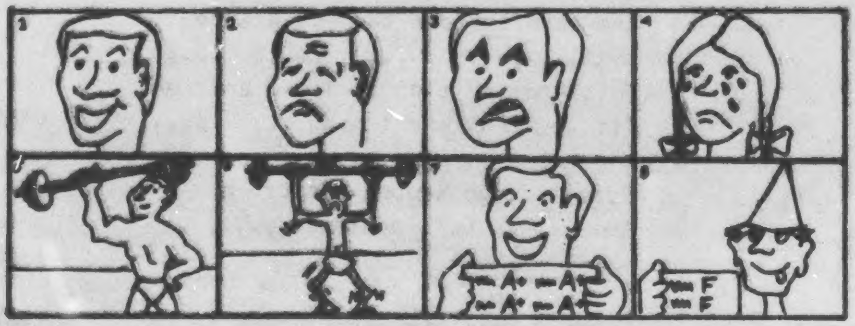
(d) Present negative:

not ....(e) lē'o
(te) lē'o

METHOD: Silent Way

MATERIALS

A large wall chart like the one below.



TIME: 45 minutes

THE LESSON

Word		Action	Target Response
(Happy)	Fiafia!	Point to the first picture, No. 1.	Fiafia!

	'Ua!	Hold up one finger. Indicate all are to repeat the word...........	'Ua!
		Show 2 fingers and point to the picture again	'Ua fiafia.
(Sad)	Fa'anoanoa!	Point to the second picture	Fa'anoanoa!
		Indicate a complete sentence	'Ua fa'anoanoa.
(Angry)	Ita!	Point to the third picture	Ita!
		Indicate a complete sentence ...	'Ua ita.
(Cry)	Tagi!	Point to the third picture	Tagi!
		Indicate a complete sentence ...	'Ua tagi.
		Review all these four pictures untill they are mastered.	

(Boy)	Tama!	Point to the boy in picture No. 1	Tama!
		Point to the boy in picture No. 2	Tama!
		Point to the boy in picture No. 3	Tama!
		Point to the girl in picture No. 4 and shake your head NO!	
		Point to the boy in picture No. 1 and hold up 3 fingers to indicate a full sentence	'Ua fiafia tama.
(The)	Le!	Touch the space between your last second last fingers to show that the word le goes there. All repeat.........................	Le!
		Point to the picture again and indicate a full sentence	'Ua fiafia le tama.
		Point to the second picture and indicate a full sentence	'Ua fa'anoanoa le tama.
(Girl)	Teine!	Point to the girl in picture No. 4.	Teine!
		Indicate a full sentence	'Ua tagi le teine.
		Review all up to this point..	

	Indicate a question again for picture No. 1. Teacher asks:	
'Ua fa'anoanoa le tama?	All repeat	'Ua fa'anoanoa le tama?

(No)	Leai!	Teacher shakes his head no	Leai!
(Not)	E lē'o!	Shake your head no and point to picture No. 1. All repeat	E lē'o!
		Indicate a full sentence	E lē'o fa'anoanoa le tama.
		Point to the third picture and indicate the same question as before by briefly pointing to picture No. 2 (fa'anoanoa)....	'Ua fa'anoanoa le tama?
		Indicate a full sentence......	Leai, e lē'o fa'anoanoa le tama.
		Continue in this manner and then let the students question each other. They must practice both 'Ioe, and Leai answers.	(i.e.) 'Ua ita le teine? Leai, e lē'o ita le teine.
'Ua fiafia Ioane?		Draw a question. Point to picture No. 2. Teacher asks about a student in class. All repeat..	'Ua fiafia Ioane?
		Teacher nods his head yes and indicates a full sentence	Ioe, 'ua fiafia Ioane.
		Teacher touches the fa'anoanoa picture, draws a question and points to a different student. Everyone asks	'Ua fa'anoanoa Sina?
		Teacher shakes his head no. All repeat........................	Leai, e lē'o fa'anoanoa Sina.
		Continue in this manner until everyone masters the structures. Use all the pictures and all the students' names.	
(I)	'Ou!	Point to yourself. Make everyone point to themselves and say......	'Ou!

		Point to picture No. 1, smile, point to yourself. Hold up 2 fingers and touch the space in between them. Indicate students are to point to themselves and respond............. NOTE: The students should be given ample opportunity to discover this new word order themselves. However, if they cannot the teacher must model it for the students.	'Ua 'ou fiafia.
(You)	'E!	Make all point to you. Say this when they point to you. Indicate everyone must point to you and repeat.............................	'E!
'Ua 'e fiafia?		Point to picture No. 1 and indicate the students are to ask you if you are happy. The teacher models it first using good inflection. All repeat	'Ua 'e fiafia?
'Ioe, 'ua 'ou fiafia!		Teacher nod his head yes.	
		Teacher indicates that one student must ask another student the same question.	(i.e.) 'Ua 'e fiafia? 'Ioe, 'ua 'ou fiafia.
		Continue until all students have asked and answered this question. Use the other pictures as well	(i.e.) 'Ua 'e ita? 'Ioe, 'ua 'ou ita.

		Point to the second picture. Indicate a question	'Ua 'e fa'anoanoa?
	Leai!	Shake your head no	Leai!
	'Ou!	Teacher points to himself and says this. Students point to themselves and repeat.............	'Ou!
(Not)	Te lē'o!	Teacher shakes his head no and points to the fa'anoanoa picture.	Te lē'o!

'Ou te lē'o fa'anoanoa!		Teacher points to himself, and shakes his head no. All repeat	'Ou te lē'o fa'anoanoa.
		Point to the third picture and indicate a full question to be asked by one student to another	'Ua 'e ita?
		Shake your head no to indicate the second student is to reply leai	Leai, 'ou te lē'o ita.
		Continue like this for all four pictures. Practice both positive and negative answers.	(i.e.) 'Ua 'e fiafia? 'Ioe, 'ua 'ou fiafia. or Leai, 'ou te lē'o fiafia.
		Introduce the last four words for the students to practice the structures.	
(Strong)	Mālosi!	Point to picture No. 5 .... Indicate a full sentence	Mālosi! 'Ua mālosi le tama.
(Weak)	Vāivai!	Point to picture No. 6.......... Indicate a full sentence	Vāivai! 'Ua vāivai le tama.
(Smart)	Poto!	Point to picture No. 7......... Indicate a full sentence	Poto! 'Ua poto le tama.
(Dumb)	Valea!	Point to picture No. 8 .... Indicate a full sentence	Valea! 'Ua valea le tama.
		Now let the students ask and answer each others questions using all the pictures as well as all the pronouns, and yes or no answers.	(i.e.) 'Ua 'e mālosi? 'Ioe, 'ua 'ou mālosi. Leai, 'ou te lē'o mālosi.

			'Ua valea le tama? Leai, e lē'o valea le tama. 'Ioe, 'ua valea le tama.
		NOTE: During this review, introduce the pronoun ia (he/she/it) as a substitute for le tama (the boy) or le teine (the girl).	
'Ua poto le tama!		Point to a boy	'Ua poto le tama!
(He)	Ia!	Point to someone but speak to the rest of the class. Make all point to him and say to you.....	Ia!
		Point to someone else and repeat the response	Ia.
		Now point to picture No. 7 and the other person, Indicate all are to respond................	'Ua poto ia.
		Repeat with valea..............	'Ua valea ia.
	E lē'o!	Shake your head no point to picture No. 7 and the other person. Indicate a full sentence..........................	E lē'o valea ia.
		Repeat with other examples, and questions and answers. NOTE: ia can be omitted after it has once been introduced.	(i.e) 'Ua valea? (ia) 'Ioe, 'ua valea.(ia)

SUMMARY REVIEW

'Ua fiafia le tama?	Is the boy happy?
fa'anoanoa	sad
ita	angry
tagi	crying
'Ioe, 'ua fiafia le tama.	Yes, the boy is happy.
etc.	etc
Leai, e lē'o fiafia le tama.	No, the boy is not happy.
etc	etc

'Ua 'ou fiafia?	Am I happy?
'e	Are you happy?
'Ioe, 'ua 'ou fiafia	Yes, I'm happy.
'e	you're
Leai, 'ou te lē'o fiafia.	No, I'm not happy.
'e	you're
'Ua mālosi ia?	Is he/she/it strong?
vāivai	weak
poto	smart
valea	stupid
'Ioe, 'ua mālosi (ia).	Yes, he is strong.
etc.	etc.

LESSON TWENTY-TWO

TOPICS

(a) Present tense (immediate) continued ....'ua

(b) General particle: to desire, to want to...... fia

(c) Simple desires:

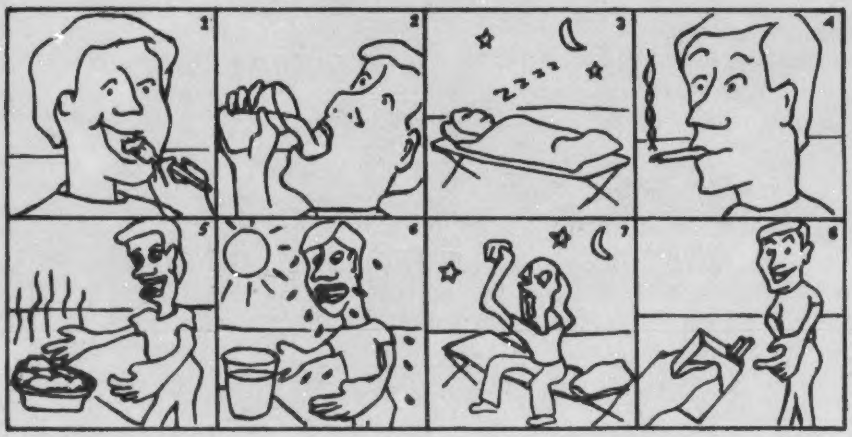
hunger................fia 'ai (to want to eat).
thirst................fia inu (to want to drink).
etc.

(d) Continuation of dependent pronouns.
(e) Plural verbs.

METHOD: Silent Way

MATERIALS

A large wall chart like the one below.



TIME: 45 minutes

THE LESSON

Word		Action	Target Response
(Eat)	'Ai!	Point to picture No. 1........	
	'Ua!	All repeat....................	'Ua!

		Point to picture No. 1 and hold up 2 fingers..........................	'Ua 'ai
(Drink)	Inu!	Point to picture No. 2............ Full sentence	Inu! 'Ua inu!
(Sleep)	Moe!	Point to picture No. 3............ Full sentence......................	Moe! 'Ua moe!
(Smoke)	Ulaula!	Point to picture No. 4............ Full sentence	Ulaula! 'Ua ulaula.
		Review all	
(Boy)	Tama!	Point to the boy in picture No. 1. Point to picture No. 1 and indicate a full sentence .... Continue with pictures Nos. 2,3,4.	Tama! 'Ua 'ai le tama. 'Ua inu le tama. 'Ua moe le tama. 'Ua ulaula le tama.
'Ua 'ai le tama?		Draw a question and ask with good voice inflection about picture No. 1. All repeat..................... Shake your head yes and indicate a full sentence	'Ua 'ai le tama? 'Ioe, 'ua 'ai le tama.
(Not)	E lē'o!	Point to picture No. 2 (drinking). Shake your head no and point back to picture No.1. All repeat....	E lē'o!
E lē'o 'ai le tama!		Point to picture No. 2. All repeat.	E lē'o 'ai le tama.
		Point to picture No. 3 and 4 and indicate the same answer........	E lē'o 'ai le tama.
		Draw a question for picture No. 2.	'Ua inu le tama?
		Indicate a 'yes' answer	'Ioe, 'ua inu le tama.
		Point to picture No. 3 and indicate a 'no' answer..............	Leai, e lē'o inu le tama.
		The same for picture No. 4......	Leai, e lē'o inu le tama.
		Continue in this way for moe and ulaula..........................	(i.e.) 'Ua moe le tama? Leai, e lē'o moe le tama. (pictures No. 1, 2, & 4). 'Ioe, 'ua moe le tama. (picture No. 3).

(Hungry)	**Fia'ai!**	Point to picture No. 5...........	Fia'ai!
		Full sentence	'Ua fia'ai le tama.
		Question...........................	'Ua fia'ai le tama?
		"Yes" answer	'Ioe,'ua fia'ai le tama.
		"No" answer (point to picture No. 6)............................	Leai, e lē'o fia'ai le tama.
(Thirsty)	**Fia inu!**	Point to picture No. 6...........	Fia inu!
		Question	'Ua fia inu le tama?
		"Yes" answer	'Ioe, 'ua fia inu le tama.
		"No" answer (picture No. 7)	Leai, e lē'o fia inu le tama.
(Sleepy)	**Fia moe!**	Point to picture No. 7	Fia moe!
		Question	'Ua fia moe le tama?
		"Yes" answer	'Ioe, 'ua fia moe le tama.
		"No" answer	'Leai, e lē'o fia moe le tama.
(Want to smoke)	**Fia ulaula!**	Point to picture No. 8	Fia ulaula!
		Question	'Ua fia ulaula le tama?
		"Yes" answer	'Ioe, 'ua fia ulaula le tama.
		"No" answer	Leai, e lē'o fia ulaula le tama.

Review all.

(I)	**'Ou!**	Point to yourself. Make each student point to himself............	'Ou!
	'Ua 'ou fia'ai!	Point to yourself and picture No. 5. Make each student point to himself and repeat...............	'Ua 'ou fia'ai!
		Repeat for fia inu, fia moe, and fia ulaula......................	'Ua 'ou *fia inu* etc.
(You)	**'E!**	Point to yourself. Make all point to you and repeat.........	'E!
	'Ua 'e fia'ai?	Draw a question, point to picture No. 1 and make all repeat and point to you.........................	'Ua 'e fia'ai?
	'Ioe, ua 'ou fia'ai!	Shake your head yes.	
		Let each student ask each other these positive answer questions using pictures Nos. 5,6,7 & 8.	(i.e.) 'Ua 'e *fia inu*? 'Ioe, 'ua 'ou *fia inu*. *etc.*

(Not)	**Te lē'o!**	Point to yourself and shake your head no. Point to picture No. 1 All repeat	Te lē'o!

'Ou te lē'o fia inu!	Point to yourself and shake your head no. All repeat.............	'Ou te lē'o fia inu.
	Repeat with the other pictures.	(i.e.) 'Ou te lē'o fia moe. etc.
	Practice letting students ask and answer each others question - yes or no.	(i.e.) 'Ua 'e fia ulaula? 'Ioe, 'ua 'ou fia ulaula. or Leai, 'ou te lē'o fia ulaula.

'Ua fia'ai le tama!	Point to the picture of the boy eating. All repeat..............	'Ua fia'ai le tama.
(He) Ia!	Point to one student.............	Ia!
'Ua fia'ai ia?	Draw a question and point to the student......................... Indicate a "yes" answer	'Ua fia'ai ia? 'Ioe, 'ua fia'ai ia.
	Point to the same student and indicate a question about him. Point to picture No. 6 (inu)....	'Ua fia inu ia?
Leai, e lē'o fia inu ia!	Shake your head no	Leai, e lē'o fia inu ia.
	Let students ask and answer each other using ia ("yes" and "no" answers). Drop the word "ia" as understood after a while.	(i.e.) Ua fia moe?(ia) 'Ioe, 'ua fia moe. or Leai, e lē'o fia moe.
	Review all (le tama, 'ou, 'e, ia, positive and negative)	

(We) Tātou!	Point to everyone in the room....	Tātou!
(Pl. Eat) 'A'ai!	Point to picture No. 2...........	'A'ai!
(Hungry) Fia 'a'ai!	Point to picture No. 5	Fia 'a'ai!
'Ua tātou fia 'a'ai!	Point to everyone in the room....	'Ua tātou fia 'a'ai!
(Pl. Drink) Feinu!	Point to picture No. 2 and also to everyone in the room	Feinu!
	Point to picture No. 6 and also to everyone in the room. Indicate a full sentence	'Ua tātou fia feinu.

(Pl. Sleep) Momoe!	Point to picture No. 3 and also to everyone in the room	Momoe!
	Point to picture No. 7 and indicate a full sentence	'Ua tātou fia momoe.
(Pl. Smoke) Ūlaula!	Point to picture No. 4 and also to everyone in the room........	Ūlaula!
	Indicate a full sentence	'Ua tātou fia ūlaula.

	Indicate a question and point to picture No. 1 and all present.	'Ua tātou fia 'a'ai?
	Indicate a "yes" answer	'Ioe, ua tātou fia 'a'ai.
	Repeat the question with fia feinu.	'Ua tātou fia feinu?
Leai!	Shake your head no	Leai!
Tātou te lē'o fia feinu!	Shake your head no and indicate everyone is included. All repeat...........................	Tātou te lē'o fia feinu.
	Repeat this with the other pictures (fia momoe, fia ulaula), and the other pronouns(pair plural ~~and~~ plural).	(i.e.) 'Ua lua fia 'a'ai? 'Ioe, 'ua ma fia 'a'ai.

SUMMARY REVIEW

'Ua fia'ai le tama?	Does the boy want to eat?
fia inu	to drink
fia moe	to sleep
fia ulaula	to smoke
'Ioe, 'ua fia'ai le tama.	Yes, the boy is hungry.
etc	etc
Leai, e lē'o fia'ai le tama.	No, the boy isn't hungry.
etc	etc
'Ua 'ou fia moe?	Do I want to sleep?
'e	you
'Ioe, 'ua 'ou fia moe.	Yes, I want to sleep.
'e	you
Leai, 'ou te lē'o fia moe.	No, I don't want to sleep.
'e	you
'Ua fia moe ia?	Does he want to sleep?
etc.	etc.

'Ioe, 'ua fia moe (ia).	Yes,(he) wants to sleep.
etc	etc
Leai, e lē'o fia moe (ia)	No,(he) doesn't want to sleep.
etc	etc

'Ua tātou fia 'a'ai.	We are hungry.
tou fia momoe	You (Pl.) tired
lua fia feinu	You (Pair) thirsty
lātou fia ulaula	They (Pl.) want to smoke
lā etc.	They (Pair) etc.

Tātou te lē'o fia 'a'ai.	We aren't hungry.
Mātou	We (exclusive)
Tā	We (pair)
Mā	We (pair exclusive)

* * *

LESSON TWENTY-THREE

TOPICS

(a) Three tenses:

present .... 'O lo'o
past .... Sa
future .... 'O le'ā

(b) Introduction to passive verb form:

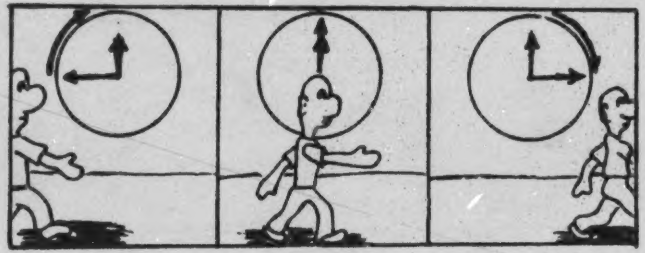
to be taken .... 'avea

(c) Continuation of dependent pronouns:

METHOD: Silent Way

MATERIALS

Several small objects (matches, money, pen, pencil), and a 'tense paper' like the one shown below (about 8" x 12").



TIME: 45 minutes

THE LESSON

Word		Action	Target Response
	'O le tupe!	Hold up a coin	'O le tupe!
(Take)	'Avea!	Show the motion of taking the money	'Avea!
		Indicate a full sentence.....	'Avea 'o le tupe.
		Using your fingers, show that the word 'o' must be omitted. Students repeat the correct sentences....................	'Avea le tupe.
(I)	O'u!	Point to yourself. Have all the students point to them-	

		selves and repeat............	O'u!
		Set one object on the table for each student to take. Make each student say the sentence as he takes his object	O'u 'avea le object.

		Place the tense paper down on the table and place all the objects in the future section.	
		Move a match box from the future and set it in the present section. Point to the present section and say:	
	O lo'o!	Everyone points to the present section and repeats	O lo'o!
		Move all objects into the present section and let each person take one while saying the present tense sentence.........	'O lo'o o'u 'avea le object.
		NOTICE: The students should be able to develop this sentence on their own. If they can't, the teacher must model the sentence first.	
		Practice with different objects until all students can say the structure easily.	

(You)	'E!	Make everyone point to you and repeat......................	'E!
		You take a pen and indicate all to point to you and say a full sentence	'O lo'o 'e 'avea le peni.
		Now point to a student and indicate that he must take an object and speak................	O lo'o o'u 'avea le object.
		Immediately make the other students point at him, look at him and say a complete sentence	'O lo'o 'e 'avea le object.
		Practice these sentences until they can be said smoothly.	

	Move all the objects back into the future tense section. Place the pencil into the present section. Pick it up and say:	
'O lo'o o'u 'avea le penitala!	Everyone points to you and say..	'O lo'o 'e 'avea le penitala.
	Now place the pencil in the past section.	
Sa!	Point to the past section. All repeat.........................	Sa!
Sa 'ou 'avea le penitala!	Teacher points to his pencil. Each student points to the object that he has taken and says.	Sa 'ou 'avea le object.
	The teacher points to his pencil and says:	
Sa 'ou 'avea le penitala!	Indicate all are to point at you and say a full sentence	Sa 'e 'avea le penitala.
	Teacher points to a student and indicates he is to point to his object on the past tense section and say the sentence	Sa 'ou 'ave le object.
	Everyone points at the student and say to him	Sa 'e 'avea le object.
	Go back and review present and past together. Have each student take an object and say a present tense sentence then point to it and say a past tense sentence.	(i.e.) 'O lo'o o'u 'avea le tupe. Sa 'ou 'avea le tupe.

	Place all the objects in the future tense section.	
'O le'ā!	Point to the future section. Make all point and repeat......	'O le'ā!
'O le'ā 'ou 'avea le peni!	Show that you will take the pen. Indicate everyone is to take an object, but they must say a full sentence first..................	'O le'ā 'ou 'avea le object
	Everyone repeats his sentence until it can be said easily.	

	Teacher points to a coin in the future section and says:	
'O le'ā 'ou 'avea le tupe!	Make everyone point to you and say..............................	'O le'ā 'e 'avea le tupe.
	Point to another student and his object. Make him say a future sentence................	'O le'ā 'ou 'avea le object.
	Everyone else says to him......	'O le'ā 'e 'avea le object.
	Let everyone practice this structure.	

	Review present, past and future in this way:	
	1. Teacher points to an object and says:	
'O le'ā 'ou 'avea le object!	Everyone else points to teacher and says.......................	'O le'ā 'e 'avea le object!
	2. Teacher picks up the object while saying:	
'O lo'o o'u 'avea le object!	Everyone else points to the teacher and says...............	'O lo'o 'e 'avea le object!
	3. Teacher puts the object down in front of himself and says:	
Sa 'ou 'avea le object!	Students point at him and say..	Sa 'e 'avea le object!
	Finally the teacher points to a student and indicates he is to do the same thing the teacher just did. Everyone else points at the student as they did before to the teacher and respond to each action.	

(He/She/It) Ia!	Point to one student and look at the othe others. Everyone points to him and repeats to you.......	Ia!
	Indicate to that student that he will take the pen sitting in the future section.	
'O le'ā ia 'avea le peni!	Point to the student but say to	

	the others. All point at him but say to you	'O le'ā ia 'avea le peni!
	Student takes the pen.	
'O lo'o ia 'avea le peni!	Teacher says to the class but points to the student. All repeat........................	'O lo'o ia 'avea le peni!
Sa ia 'avea le peni!	The student places the pen in the past tense section. Point to the student and say to the others. All repeat....................	Sa ia 'avea le peni.
	Repeat with another student and a different object. This time leave the word ia out as being understood. In this case the passive suffix a is omitted.	(i.e.) 'O le'a 'ave le object. 'O lo'o 'ave le object. Sa 'ave le object.
	If time permits, expand the structure in the following way:	
	Teacher places several objects in the future tense section (i.e.) money, matches, cigarettes, key, pen). Teacher indicates to first student that he will take the matches. Indicate a full sentence from him.......................	O le'ā 'ou 'avea le afitusi.
'O le ā le mea 'o le'ā 'e 'avea?	Indicate all the others are to ask him the question	'O le ā le mea 'o le'ā 'e 'avea?
	He answers......................	'O le'ā 'ou 'avea le afitusi.
	Teacher moves the matches into the present tense section. First student takes the matches and says	'O lo'o o'u 'avea le afitusi.
'O le ā le mea 'o lo'o 'e 'avea?	Teacher indicates a question the others repeat..................	'O le ā le mea 'o lo'o 'e 'avea?
	First student answers...........	'O lo'o o'u 'avea le afitusi.
	Teacher now takes the matches and places them in the past tense section. First student points to	

	them and says............	Sa 'ou 'avea le afitusi.
'O le ā le mea sa 'e 'avea?	Teacher indicates a question. The others repeat............	'O le ā le mea sa 'e avea?
	First student answers........	Sa 'ou 'avea le afitusi.
	Repeat with other students and other objects.	

SUMMARY REVIEW

'O lo'o o'u 'avea le tupe.	I am taking the money.
Sa 'ou	I took
'O le'ā 'ou	I will take
'O lo'o 'e 'avea le tupe.	You are taking the money.
Sa	You took
'O le'ā	You will take
'O lo'o ia 'avea le tupe.	He is taking the money.
Sa	took
'O le'ā	will take
'O lo'o 'ave le tupe.	(He) is taking the money.
Sa	took
'O le'ā	will take
'O le ā le mea 'o le'ā 'e 'avea?	What thing will you take?
sa	did
'o lo'o	are taking

* * *

LESSON TWENTY-FOUR

TOPICS

(a) Negative of the three tenses:

not (future) ....'o le'ā lē
not (present) .... e lē'o
not (past)............ e le'i

(b) Continuation of dependent pronouns and 'passive' verbs.

METHOD: Silent Way

MATERIALS

Several small objects (matches, money, pen, cigarette, key), and the 'tense paper' used is the previous lesson.

TIME: 45 minutes

THE LESSON

Word		Action	Target Response
		Review the present past and future by placing a key and a pen on the tense paper. Let the students take the pen and respond in each tense. Note: No one must take the key!	(i.e.) 'O le 'a 'ou 'avea le peni. 'O lo'o o'u 'avea le peni. Sa 'ou 'avea le peni.
(Not)	Lē!	Point to the key which was not taken. Put it in the future......	Lē!
	Lē 'avea!	Point to the key and motion that you will not take it..............	Lē 'avea!
'O le'ā 'ou lē 'avea le kī!		Indicate each student is to say a full sentence.....................	'O le'ā 'ou lē 'avea le kī.
		Now let one student say..........	'O le'a 'ou lē 'avea le kī.
		All the other students say to him (and point)......................	'O le'ā 'e lē 'avea le kī.

	Let all practice in this way.	
(Not) Lē 'o!	Place the key in the present tense position................	Lē'o!
Lē'o 'avea!	Indicate that you aren't taking the key.......................	Lē'o 'avea!
'Ou te lē'o 'avea le kī!	Teacher indicates that he is not taking the key. All repeat....	'E te lē'o 'avea le kī.
	Each student says..............	'Ou te lē'o 'avea le kī.
	All the others point at him and say to him	'E te lē'o 'avea le ki.
	Teacher places the key in the past tense position.	
(Did not) Le'i!	All repeat	Le'i!
Le'i 'avea!	Indicate that you did not take the key.........................	Le'i 'avea!
'Ou te le'i 'avea le kī!	All repeat......................	'E te le'i 'avea le kī.
	Let each student say...........	'Ou te le'i 'avea le kī.
	All the others point and say to him...........................	'E te le'i 'avea le kī.
	Place several objects in the future tense section. (i.e. key, pen, matches, cigarette). Indicate the first student is to take the cigarette. Make him say a full sentence	'O le'ā 'ou 'avea le sikaleti.
'O le'ā 'e 'avea le peni?	Indicate a question. All others repeat..........................	'O le'ā 'e 'avea le peni?
	First student answers with a negative sentence...............	Leai, 'o le'ā 'ou lē 'avea le peni.
	Then a positive sentence........	'O le'ā 'ou 'avea le sikaleti.
	Teacher moves the cigarette into the present tense section. First student takes the cigarette and says.............................	'O lo'o o'u 'avea le sikaleti.
'O lo'o 'e 'avea le peni?	Teacher indicates a question. All others repeat.....................	'O lo'o 'e 'avea le peni?
	First student.....................	Leai, 'ou te lē'o 'avea le peni.

	Positive sentence.............	'O lo'o o'u 'avea le sikaleti.
	Teacher finally takes the cigarette and places it in the past section. First student points to it and says.................	Sa 'ou 'avea le sikaleti.
Sa 'e 'avea le peni?	Teacher indicates a question. All others repeat..............	Sa 'e 'avea le peni?
	First student..................	Leai, 'ou te le'i 'avea le peni.
	Positive sentence..............	Sa 'ou 'avea le sikaleti.
	Repeat with other students and other objects.	

	Point to a student and then to the key in the future section. Indicate he is not to take the key. Look at all the other students and say about him:	
'O le'ā lē 'avea le kī.	All others repeat this........	'O le'ā lē 'avea le kī.
	Put the key in the present tense. Again indicate he is not to take it.	
E lē'o 'avea le kī!	All repeat..................	E lē'o avea le kī!
	Finally place the key in the past tense and indicate that the student didn't take the key.	
E le'i 'avea le kī!	All repeat.....................	E le'i 'avea le kī!
	Repeat this structure with another student and different objects.	(i.e.) 'O le'ā lē 'avea le object. E lē'o 'avea le object. E le'i 'avea le object.
	Expand this lesson with the other dependent pronouns (pair plural and plurals), and verbs.	(i.e.) 'O le'ā mā lē 'avea le object. Mā te lē'o 'avea le object. Mā te le'i 'avea le object.

SUMMARY REVIEW

'O le'ā 'ou lē 'avea le kī.	I will not take the key.
'Ou te lē'o 'avea le kī.	I'm not taking the key.
'Ou te le'i 'avea le kī.	I didn't take the key.
'O le'ā 'e lē 'avea le kī.	You will not take the key.
'E te lē'o	aren't taking
'E te le'i	didn't take
'O le'ā le 'avea le kī.	(He) will not take the key.
E lē'o	isn't taking
E le'i	didn't take

LESSON TWENTY-FIVE

TOPICS

(a) Comparison of the five simple tenses:

present (always)	He runs	E tamo'e.
present continous (immediate)	He is running	'Ua tamo'e.
present continous	He is running	'O lo'o tamo'e.
past	He ran	Sa tamo'e.
future	He will run	'O le'ā tamo'e.

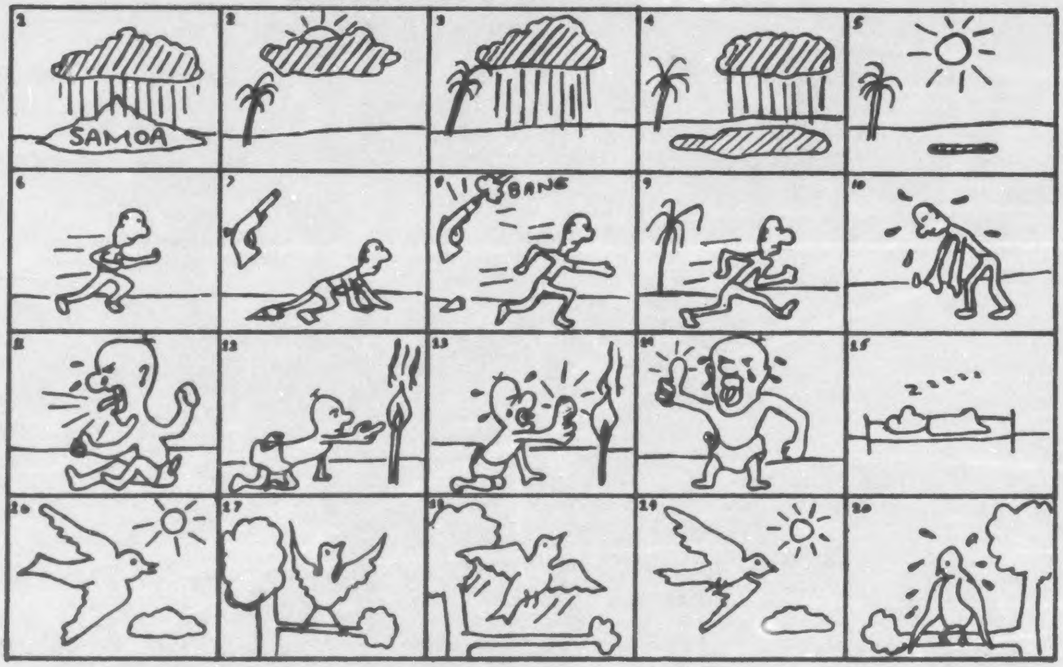
(b) The verb 'to do' .... fai

METHOD

Silent Way and repetition drill

MATERIALS

A wall chart like the one below:



TIME: 45 minutes

THE LESSON

Word	Action	Target Response
E timu Samoa!	Point to picture No. 1. All repeat.	E timu Samoa!
	Indicate a question................	E timu Samoa?
	Indicate a Yes answer..............	'Ioe, e tīmu Samoa.
	Indicate a No answer	Leai, e lē timu Samoa.
	Note:- Teacher may model these sentences first but the student should be given ample opportunity to discover the proper construction on his own.	
'O le'ā timu Samoa!	Point to picture No. 2..............	'O le'ā timu Samoa!
	Indicate a question	'O le'ā timu Samoa?
	Indicate a Yes answer...............	'Ioe, 'o le'ā timu Samoa.
	Indicate a No answer	Leai, 'o le'ā lē timu Samoa.
'Ua timu Samoa!	Point to picture No. 3.............	'Ua timu Samoa!
	Question...........................	'Ua timu Samoa?
	Positive answer....................	'Ioe, 'ua tīmu Samoa.
	Negative answer....................	Leai, e lē'o timu Samoa. or 'Ua lē timu Samoa.
'O lo'o timu pea Samoa!	Point to picture No. 4.............	'O lo'o timu pea Samoa!
	Question............................	'O lo'o timu pea Samoa?
	Positive answer.....................	'Ioe, c lo'o timu pea Samoa.
	Negative answer.....................	Leai, e le'o timu Samoa.
	Note: pea should be omitted in the negative.	
Sa timu Samoa!	Point to picture No. 5.............	Sa timu Samoa!
	Question...........................	Sa timu Samoa?
	Positive answer....................	'Ioe, sa timu Samoa.
	Negative answer....................	Leai, e le'i timu Samoa. or Leai, sa lē timu Samoa.
	Review all five pictures by pointing to them at randomn and letting the students call out the correct sentence for the picture.	
(Run) Tamo'e!	Point to the picture of the boy running.............................	Tamo'e!

E tamo'e le tama!	Point to picture No. 6.............	E tamo'e le tama!
	Question	E tamo'e le tama?
	Yes answer	'Ioe, e tamo'e le tama.
	No answer	Leai, e lē tamo'e le tama.
	Point to picture No. 7..............	'O le'ā tamo'e le tama.
	Note: Student should be able to say this sentence with out the teacher modeling it first. Indicate a question	'O le'ā tamo'e le tama?
	Positive answer	'Ioe, 'o le'ā tamo'e le tama.
	Negative answer	Leai, 'o le'ā lē tamo'e le tama.
	Point to picture No. 8..............	'Ua tamo'e le tama.
	Question	'Ua tamo'e le tama?
	Positive answer	'Ioe, 'ua tamo'e le tama.
	Negative answer	Leai, e lē'o tamo'e le tama. or Leai, 'ua lē tamo'e le tama.
	Point to picture No. 9..............	'O lo'o tamo'e pea le tama.
	Question............................	'O lo'o tamo'e pea le tama?
	Yes answer..........................	'Ioe, 'o lo'o tamo'e pea le tama.
	Now answer.......................... Note: pea is omitted in the negative answer.	Leai, e lē'o tamo'e le tama.
	Point to picture No. 10.............	Sa tamo'e le tama.
	Question............................	Sa tamo'e le tama?
	Yes answer..........................	'Ioe, sa tamo'e le tama.
	No answer	Leai, e le'i tamo'e le tama. or Leai, sa lē tamo'e le tama.

(Do)	E fai!	Point to picture No. 6..............	E fai!
(Will do)	'Ā fai!	Point to picture No. 7	'Ā fai!
(Doing)	'Ua fai!	Point to picture No. 8	'Ua fai!
(Doing)	'O fai!	Point to picture No. 9	'O fai!
(Did)	Sa fai!	Point to picture No. 10	Sa fai!
	E fai!	Point to picture No. 6..............	E fai!

'O le ā lana mea e fai?	Draw a question. Use good voice inflection and ask the question and point to picture No. 6. All repeat until they can ask it easily..............................	'O le ā lana mea e fai?
E tamo'e!	Point to the boy in picture No. 6. Students repeat the question and answer until they can respond easily.	
'Ā fai!	Point to picture No. 7............	'Ā fai!
'O le ā lana mea 'ā fai?	Point to picture No. 7. All repeat.	'O le ā lana mea 'ā fai?
'O le 'ā tamo'e!	Point to the boy in picture No. 7.	'O le 'ā tamo'e.
	Review the first question and answer. (E fai).	
'Ua fai!	Point to picture No. 8............	'Ua fai!
'O le ā lana mea 'ua fai?	Point to picture No. 8...........	'O le ā lana mea 'ua fai?
'Ua tamo'e!	Point to the boy in picture No. 8.	'Ua tamo'e!
'O fai!	Point to picture No. 9............	'O fai!
'O le ā lana mea 'o fai?	Point to picture No. 9............	'O le ā lana mea 'o fai?
'O lo'o tamo'e pea!	Point to the boy in picture No. 9.	'O lo'o tamo'e pea.
Sa fai!	Point to picture No. 10...........	Sa fai!
'O le ā lana mea sa fai?	Point to picture No. 10	'O le ā lana mea sa fai?
Sa tamo'e!	Point to the boy in picture No. 10.	Sa tamo'e!
	Review all of these questions and answers by pointing to a picture and indicating a question; then indicating an answer.	(i.e.) 'O le ā lana mea e fai? E tamo'e. etc.
(Baby) Pepe!	Point to the baby in picture No. 11	Pepe!
(Cry) Tagi!	Point to the baby crying...........	Tagi!
	Now point to the picture No. 11 and and indicate a full sentence....... Note: If students cannot say this sentence, the teacher may model it.	E tagi le pepe.

		Point to picture No. 12.......	'O le'ā tagi le pepe.
		Point to picture No. 13.......	'Ua tagi le pepe.
		Point to picture No. 14.......	'O lo'o tagi pea le pepe.
		Point to picture No. 15.......	Sa tagi le pepe.
		Go over all of these again for review.	
		Point to picture No. 11 and indicate a full sentence question.	'O le ā lana mea e fai?
		Indicate a full answer.........	E tagi.
		Point to picture No. 12 and indicate a full question.........	'O le ā lana mea 'ā fai?
		Note: Make sure students are using the proper verb. Indicate an answer......................	'O le'ā tagi.
		Point to picture No. 13 and indicate a question.............	'O le ā lana mea 'ua fai?
		Answer	'Ua tagi.
		Point to picture No. 14 and indicate a question.............	'O le ā lana mea 'o fai?
		Answer........................	'O lo'o tagi pea.
		Point to picture No. 15........	'O le ā lana mea sa fai?
		Answer........................	Sa tagi.
		Let the students ask each other about the boy running, or the baby crying using any tense they choose. The student answering must use the same tense structure as the question.	(i.e.) 'O le ā lana mea 'o fai? (baby) 'O lo'o tagi pea.
(Bird/animal)	Manu!	Point to the bird in picture No. 16............................	Manu!
(Fly)	Lele!	Point to the bird flying.........	Lele!
		Point to picture No. 16 and indicate a full sentence............	E lele le manu.
		Point to picture No. 17 and indicate a full sentence............	'O le'ā lele le manu.
		Point to picture No. 18..........	'Ua lele le manu.
		Point to picture No. 19..........	'O lo'o lele pea le manu.
		Point to picture No. 20	Sa lele le manu.
	E fai!	Point to picture No. 16 and indicate a question.................	'O le ā lana mea 'e fai?

	Indicate an answer...........	E lele.
	Question for picture No. 17...	'O le ā lana mea 'ā fai?
	Answer........................	'O le'ā lele.
	Question for picture No. 18...	'O le ā lana mea 'ua fai?
	Answer	'Ua lele.
	Question for picture No. 19...	'O le ā lana mea 'o fai?
	Answer	'O lo'o lele pea.
	Question for picture No. 20...	'O le ā lana mea sa fai?
	Answer........................	Sa lele.
	Let students ask and answer each other's questions about any picture in any tense.	

'Ou te tamo'e!	Teacher points to himself and picture No. 6. All point to themselves and repeat..........	'Ou te tamo'e!
'O le ā lau mea e fai?	Ask this question of one student and point to picture No. 6 to indicate the student is to assume the identity of the picture. He replies..........................	'Ou te tamo'e.
	This student repeats the question with another student.......	'O le ā lau mea e fai?
	That student answers...........	'Ou te tamo'e.
	Continue this way until all students have answered.	

'O le'ā 'ou tamo'e!	Point to picture No. 7 and yourself. All point to themselves and repeat	'O le'ā 'ou tamo'e.
'O le ā lau mea 'ā fai?	Ask one of the students and point to picture No. 7 to indicate the student is to assume the identity of that picture. He replies.....	'O le 'ā 'ou tamo'e.
	This student now repeat the question with another student........	'O le ā lau mea 'ā fai!
	The student answers.............	'O le'ā 'ou tamo'e.
	Continue this way until all students have answered.	

'Ua 'ou tamo'e!	Point to picture No. 8 and yourself. All point to themselves and repeat	'Ua 'ou tamo'e!
'O le ā lau mea 'ua fai?	Teacher asks one student. He answers.............................	'Ua 'ou tamo'e.
	This student repeats the question with another student.............	'O le ā lau mea 'ua fai?
	The other answers................	'Ua 'ou tamo'e.
	Continue this way until all students have answered.	

'O lo'o o'u tamo'e pea!	Teacher points to himself and picture No. 9. Each student points to himself and repeats	'O lo'o o'u tamo'e pea.
'O le ā lau mea 'o fai?	Teacher asks one student. The student answers.........................	'O lo'o o'u tamo'e pea.
	This student now asks another the question.........................	'O le ā lau mea 'o fai?
	This student replies...............	'O lo'o o'u tamo'e pea.
	Continue this way until all have answered the question.	

Sa 'ou tamo'e!	Teacher points to picture No. 10 and himself. Everyone points to himself and repeats.........................	Sa 'ou tamo'e.
'O le ā lau mea sa fai?	Teacher asks a student. The student answers.........................	Sa 'ou tamo'e.
	This student now asks another student the same question.............	'O le ā lau mea sa fai?
	The student replies.................	Sa 'ou tamo'e.
	Continue this way until all have answered the question.	

Repeat this proceedure using the picture series of the baby crying ('ou te tagi), and use the other dependent pronouns as well.

SUMMARY REVIEW

E timu Samoa.	It rains in Samoa.
'O le 'ā timu Samoa.	It will rain in Samoa
'Ua	is rainning (starting)
'O lo'o ..... pea	is still rainning
Sa	rained.
E tamo'e le tama.	The boy runs.
'O le'a	will run
'Ua	is running (starting)
'O lo'o ....pea	is still running
Sa	ran
'E tagi le pepe.	The baby crys.
'O le'ā	will cry
'Ua	is crying (starting)
'O lo'o ....pea	is still crying
Sa	cried.
E lele le manu.	The (animal) bird flys.
'O le 'ā	will fly
'Ua	is flying
'O lo'o.... pea	is still flying
Sa	flew
'O le ā lana mea e fai?	What does he do?
'ā fai	will do
'ua fai	is doing (starting)
'o lo'o fai	is doing
sa fai	did do
E tamo'e.	(He) runs.
'O le'ā	will run
'Ua	is running
'O lo'o ....pea	is still running
Sa	ran
O le ā lau mea e fai?	What do you do?
etc	etc etc
'Ou te tagi.	I cry.
'O le'ā 'ou	will cry
'Ua 'ou	am crying (starting)
'O lo'o o'u	am crying
Sa 'ou	cried

REVIEW DRILL TEN

TOPICS

The five tenses
Passive verb forms

METHOD

Substitution, transformation drills

TIME: 20 minutes

THE DRILL

I. Teacher says these command words while doing the appropriate action with a book. Students repeat each word.

'ave	take
'aumai	bring
tapuni	close
tatala	open
faitau	read

II. Teacher says these commands - students repeat.

'Ave le tusi.	Take the book.
'Aumai	Bring
Tapuni	Close
Tatala	Open
Faitau	Read

III. Teacher says these sentences, students repeat after each one.

'Ave le tusi!	Take the book.
'Ou te 'avea le tusi.	I take the book.
'O le'ā 'ou	will take
'Ua 'ou	am taking
'O lo'o o'u	am taking
Sa 'ou	took

Repeat this drill with the other commands.

1.	'Aumai le tusi!	Bring the book!
	'Ou te 'aumaia le tusi.	I bring the book.
	'O le'ā 'ou	will bring
	'etc.	etc.
2.	Tapuni le tusi!	Close the book!
	'Ou te tapunia le tusi.	I close the book.
	etc	etc
3.	Tatala le tusi!	Open the book!
	'Ou te tatalaina le tusi.	I open the book.
	etc.	etc
4.	Faitau le tusi!	Read the book!
	'Ou te faitauina le tusi.	I read the book.
	etc	etc

REVIEW DRILL ELEVEN

TOPICS

Dependent pronouns

Plural Verbs

METHOD: Substitution drill

MATERIALS

Flashcards with Samoan on one side and the English translation on the other.

savali	walk
tamo'e	run
nofo	sit
tu	stand
sola	to escape

TIME: 20 minutes

THE DRILL

I. Teacher flashes the cards until all the students know all the words.

II. Teacher models the structure first. Students repeat.

'Ou te savali i Apia.	I walk to Apia.
Tā te savavali i Apia.	We (2)
Ma	We (2)
Tatou	We (pl)
Matou	We (pl)
'E te savali i Apia.	You walk to Apia.
Lua te savavali i Apia.	You (2) walk to Apia.
Tou	You (pl)
'E savali 'o ia i Apia.	He walks to Apia.
La te savavali i Apia.	They (2) walk to Apia.
Latou	They (pl)

Now change the verb and repeat the drill. Remember that all of these verbs change form in plural.

tamo'e i Apia	(tāmomo'e)	run to Apia
nofo i lalo	(nonofo)	sit down
tu i luga	(tutu)	stand up
sola i Apia	(sosola)	escape to Apia

GRAMMAR REVIEW FOUR

NOTES ON LESSON TWENTY:

'Ua is the tense marker that denotes present tense (and perfect tenses in some cases).

'Ua timu	It is raining (just now).
'Ua'uma ona 'e 'ai?	Have you eaten?

The absence of the verb 'to be' in Samoan, allows the words rainy, sunny, etc, to be used directly with the tense marker to show state of being.

'Ua laofie	It is sunny.

E lē'o is used for the negative because this is the common negative for present tense. The word 'o is short for '0 lo'o. A negative can be constructed with 'ua but this is less common and its meaning is a bit different.

'Ua lē timu	It's not raining. (not just now)
E lē'o timu	It's not raining.
E lē timu	It won't rain. It doesn't rain.

Tau in this lesson means 'weather'.

Fa'apēfea is a question word meaning 'how'. It's more common variation is fa'afefea. When asking about the climate of a country, the tense marker E is used to indicate year round rather than immediate time.

E fa'apēfea le tau o Samoa?	How is the weather of Samoa?
E timu	It rains.

Using the 'o marker (short for 'o lo'o) changes the question to the more immediate time.

'0 fa'apēfea le tau?	How is the weather (right now)?

The answer could be: 'Ua timu, or as will be seen in Lesson 23: '0 lo'o timu.

NOTES ON LESSON TWENTY-ONE:

Normal Samoan sentence construction places the third person (he, she, it, the boy, John, etc.) at the end of the sentence rather than preceeding the verb as with the other pronouns.

'Ua fiafia le tama	The boy is happy.
'Ua fiafia ia	He is happy.

It is much more common however not to use the pronoun or noun at all in the third person if the subject can be assumed as understood.

'0 fa'apēfea le tama?	How's the boy?
'Ua fa'anoanoa	(He's) sad.

'Ou, 'e are the dependent forms of the personal pronouns: a'u and 'oe. They are used when the pronoun comes before the verb. The other dependent pronouns are:

'ou	I	lā	they (2)
'e	you	tātou	we (pl)
na	he/she/it	mātou	we (pl)

tā	we (2)	tou	you (pl)
mā	we (2)	lātou	they (pl)
lua	you (2)		

Notice that most of these are contractions of the personal pronouns covered earlier. Nā (he/she/it) is heard less frequently than ia the independent form.

Te lē'o in this lesson is actually three words. Te is the alternate form of E (the present tense marker) which is used after the dependent pronoun. Lē is the negative marker meaning not. The word 'o is short for 'o lo'o another present tense marker (see Lesson 23).

It is important to switch to the te form when using dependent pronouns in sentence construction. It is common to hear many Samoans, speaking to a foreigner or children using both the e tense marker and the independent pronoun.

E lē'o fiafia a'u........... I'm not happy.

The more grammatically correct structure uses the dependent pronouns.

'Ou te lē'o fiafia........... I'm not happy.

Lē in this lesson can also be used with 'ua to show immediate negative, but this has a more restrictive meaning.

'Ua 'ou lē fiafia........... I'm not happy (at this very moment).

NOTES ON LESSON TWENTY-TWO:

Fia is a multiple meaning word. In this lesson, it is used as a general particle that is normally joined with a verb. Though fia here means 'to desire', 'to wish for', or 'to want to', it is not used independently of a base and is usually translated by its base.

'ai (eat)	fia 'ai (to want to eat).
alu (go)	fia alu (to want to go)

Another word often misused by students in place of fia is the verb mana'o (to want, to desire). The student must realize however that while mana'o is a verb, fia is a verb particle and must be joined with a verb to be in correct usage.

'Ou te mana'o i le tusi	I want the book.
'Ou te mana'o e 'ai	I want to eat.
'Ua 'ou fia 'ai	I am hungry.

'A'ai is the plural form of 'ai. Many Samoan verbs have a plural form. The most common ways of showing plural is for the verb to double one of the syllables or to add the prefix fe. There are some verbs however which change completely as well as those that don't change at all.

moe	momoe	sleep
tagi	fetāgisi	cry
alu	ō	go
sasa	sasa	to beat

NOTES ON LESSON TWENTY-THREE:

'Avea is the 'passive' form of the verb 'ave (see Lesson 1). The concept of active and and passive verb forms in Samoan is not clearly understood and the existing texts on Samoan grammar have varying views on the actual function of the endings suffixed to verbs such as 'ave. What the student should be aware of at this time is that some (but not all) Samoan verbs take one or more of several endings (i.e: a, ina, ia, fia, gia, etc) to give a passive meaning to the sentence.

The passive endings do not always change the verb to a passive meaning however and this is where the concept becomes complicated and misunderstood. The translation of the sentence used in this Lesson for example is not passive.

'O lo'o 'e 'avea le peni.......... You are taking the pen.

A general rule of thumb can be applied to most cases in which the passive ending must be used. The presence of a direct object (either mentioned or understood) and a dependent pronoun subject which preceeds the verb usually requires that the ending be used if the verb can take an ending.

'E te tatalaina le fagu.......... You open the bottle.

Without the pronoun, the ending is usually absent.

E tatala le fagu?............... Open the bottle?

In addition most past negative statements require the endings on verbs that can take them.

E le'i tāina le ono.............. It hasn't struck six (o'clock).

Marsack's, Samoan (Teach Yourself) contains a brief list of some common verbs and their passive endings (pages 129-36). Churchward also lists such a table in his, Samoan Grammar (pages 80 - 84)

The present continuous tense is represented by the marker 'o lo'o. It is very similar to the other present continuous marker 'ua, but with a noticable difference in meaning. 'Ua is normally used to describe a temporary state of being or one that has just come about.

'Ua ta'e le fagu................. The bottle is broken (just now).

'O lo'o on the other hand would be used when the state is presently occuring now and has been for some time.

'O lo'o timu..................... Its raining (still).

A short form of 'o lo'o is 'o which should not be confused with the particle 'o.

'O 'e fiafia?.................... Are you happy?
'O le peni....................... The pen.

O'u is the dependent form of a'u (I) used with the marker 'o lo'o.

The past tense marker sa has an alternate marker, na. The differance between these two markers is vague in most existing texts (Churchward for example states that sa implies duration and is used for states, whereas na is used for actions and expressing short duration), and most authors agree that the difference is very slight if at all.

The future tense marker in this Lesson 'o le'ā is used to show the immediate future. The student should be careful not to confuse this marker with the idiom for 'what' ('o le ā).

The 'o le'ā marker is used when the future action or event is about to occur, or will at a definite time.

'O le'ā 'āmata le ā'oga i le lua.... School will start at two.

The present marker e/te is also used with a future meaning but it is an implied and uncertain future and the verb 'going to' can usually be translated into sentence.

'Ou te alu i Apia.................. I'm going to go to Apia.
'O le'ā 'ou alu i Apia............. I will go to Apia.

With the exception of te, all the tense markers occur before the dependent pronoun.

'Ou te alu .... I go.
'O le'ā 'ou alu..................... I will go.

'Ua 'ou alu	I am going.
'O lo'o o'u alu	I am going.
Sa/na 'ou alu	I went.

It is possible to use the independent pronouns with each of these markers in which case e replaces te and all of the pronouns follow the verb instead of preceeding it as with the dependents.

E alu a'u	I go.
'O le'ā alu a'u	I will go.
'Ua alu a'u	I am going.
'O lo'o alu a'u	I am going.
Sa/na alu a'u	I went.

The student should be aware however that this construction is used mainly when speaking to children and foreigners and is considered less correct than the previous construction.

NOTES ON LESSON TWENTY-FOUR:

Negative is expressed with the word lē (not). This word can be used with all the tense markers and comes directly before the verb.

'Ou te lē fia 'ai	I'm not hungry.
'O le'ā 'ou lē fia 'ai	I won't be hungry.
'Ua 'ou lē fia 'ai	I'm not hungry.
'O lo'o o'u lē fia 'ai	I'm not hungry.
Sa/na 'ou lē fia 'ai	I wasn't hungry.

The future and implied future negative are sometimes interchangeable especially if an adverb of time is present.

'O le'ā 'ou lē alu taeao	I will not go tomorrow.
'Ou te lē alu taeao	I am not going to go tomorrow.

There are two common negative alternates that students should become familiar with. The present continuous negative is usually expressed with the marker lē 'o (contraction of lē and 'o lo'o). Lē 'o is used before the verb and with the e/te marker.

'O lo'o o'u lē alu	I'm not going.
'Ou te lē'o alu	I'm not going.

The past negative is usually expressed by marker le'i which is also used with the e/te marker.

Sa 'ou lē alu	I didn't go.
'Ou te le'i alu	I didn't go.

NOTES ON LESSON TWENTY-FIVE:

Pea used in this lesson with the 'o lo'o tense is a verbal particle which denotes the continuance of a process or activity. It normally follows the verb.

alu (go)	alu pea (go on, continue).
moe (sleep)	moe pea (sleep on).

Fai is a multiple meaning word which here means 'to do'. In colloquial speech, the tense markers 'o lo'o and 'o le'ā are abbreviated to 'o and 'a respectively when used with fai.

'O lo'o fai	'o fai	to be doing.
'O le'ā fai	'ā fai	will do.

The question: 'What is he doing?' is asked in Samoan as:

'O le ā lana mea 'o fai?	What his thin [illegible]?(literally)

WORK SHEET NO. FOUR

I. Change these sentences first to the tense indicated and then the new sentences into the number indicated.

1. Mā te fia momoe.
(Sa) ______________________(Singular)______________________

2. 'O le'ā mātou 'a'ai.
('Ua)______________________(Pair) ______________________

3. Lā te lē fiafia.
('O lo'o)______________________(Plural)______________________

4. 'O le ā lana mea e fai?
(Sa)______________________(Pair)______________________

5. E ita le tama iā a'u.
('Ua)______________________(Plural)______________________

II. Change these to negative:

6. 'Ou te fia ta'alo lakapī. ______________________

7. 'Ua oti lo'u tamā (past) ______________________

8. 'O le'ā 'e alu i Apia.______________________

9. 'O lo'o tapuni le fale.______________________

10. 'Ou te iloaina le lesona.______________________

ta'alo - play oti - die iloa - to know

III. Correct these sentence:

11. Tātou moe i lalo le ta'avale.______________________

12. E fia tā'ele a'u.______________________

13. E tolu tagata sa 'a'ai.______________________

14. 'E te 'ave le maile pe leai?______________________

15. 'O le'ā mā feinu ananafi. ______________________

tā'ele - to bath pe - or ananafi - yesterday

IV. Change this story to past tense then to future tense.

'Ou te alu i Apia. 'Ou te fa'ataua mai la mātou mea'ai i le fale'oloa. 'Ou te 'avea la'u tupe i le fa'atau'oloa. 'Ou te 'aumaia le 'apa pīsupo ma le 'apa i'a. 'Ou te toe alu i lo mātou fale. Mātou te 'a'ai i nā mea'ai.

alu - go fa'atau - buy fale'oloa - store
fa'atau'oloa - storekeeper toe - again

PAST:

FUTURE:

V. Change this singular story to a plural story about two people, Simi and Toma:

'O a'u 'o le tama Samoa. Sa 'ou fānau i Apia i le tausaga e tasi iva lima tasi. E luasefulu tolu o'u tausaga. 'O lo'u igoa 'o Simi. 'Ou te_faigāluega i le fale'oloa o BP. 'Ou te lē inu pia. 'Ou te le ulaula fo'i. 'Ou te fiafia e nofo i Samoa.

fānau (fānanau)- to be born; tausaga - year; igoa - name; fo'i - also;
faigāluega - to work at a job.

Plural pair story (mā'ua):

VI. Make up a short story using the words below and any other words previously learned.

I like to drink tea. I drink three cups each day. I buy the tea and sugar at the store. I heat the tea. I pour the tea in my cup. I drink all the tea. Tea is good.

tea-ti; to heat- fa'avevela (fa'avevelaina); pour - ligi; drink all - inu 'uma
good - lelei.

The Story:

THE SAMOAN CONSTRUCTION: 'TO BE'

THE SAMOAN CONSTRUCTION: 'TO HAVE'

FORMAL DEMONSTRATIVES

TO BE LIKE

ADJECTIVES, COMPARATIVE, SUPERLATIVE

CALENDAR

ADVERBS (OF TIME)

LESSON TWENTY-SIX

TOPICS

(a) The Samoan equivalent of:

to be, to exist .... (e) i ai.
(b) Negative of 'to be' .... (e) leai.

(c) Review singular and plural.

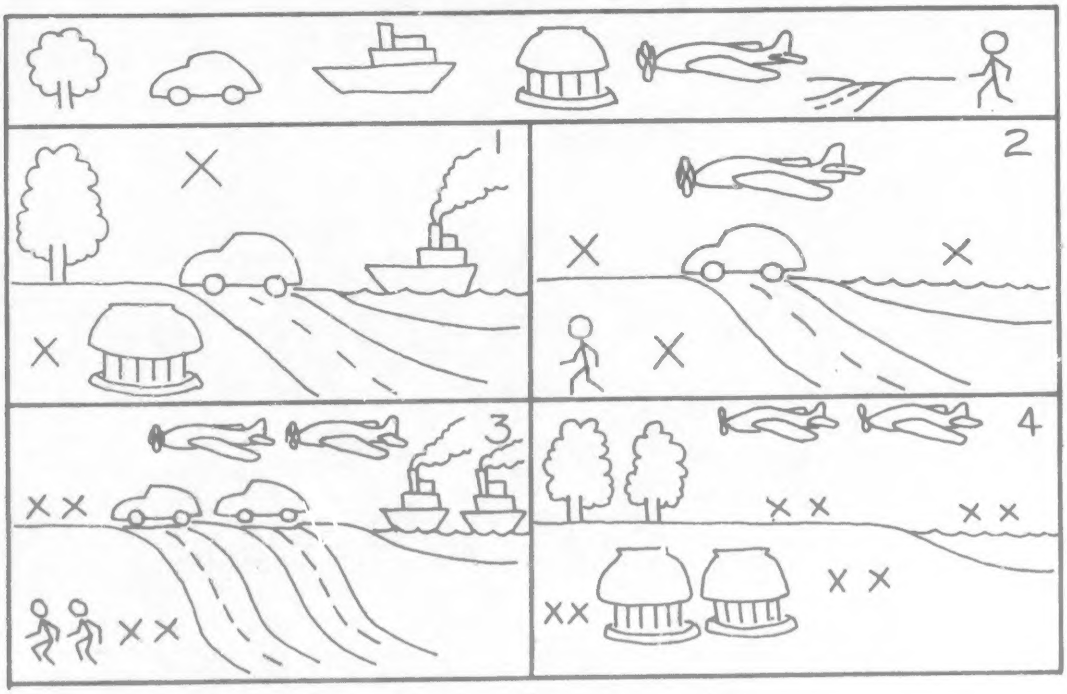
(d) Ordinal numbers:

first	muamua.
second	lona lua.
third	lona tolu.
etc.	etc.

METHOD: Silent way.

MATERIALS

A picture chart like the one shown below.



TIME: 45 minutes.

THE LESSON

Word	Action	Target Response
	Teacher stands before the class and with a pointer begins to point to the objects at the top of the chart.	
(Tree) Lā'au!	Point to the tree................... Indicate a full sentence	Lā'au! 'O le lā'au.
(Car) Ta'avale!	Point to the car.................... Indicate a full sentence	Ta'avale! 'O le ta'avale.
(Boat) Va'a!	Point to the boat .... Indicate a full sentence	Va'a! 'O le va'a.
(House) Fale!	Point to the house.................. Indicate a full sentence	Fale! 'O le fale.
(Plane) Va'alele!	Point to the airplane .... Full sentence	Va'alele! 'O le va'alele.
(Road) 'Auala!	Point to the road .... Full sentence	'Auala! 'O le 'auala.
(Person) Tagata!	Point to the person................. Full sentence	Tagata! 'O le tagata.
	Review all. Try a few minutes of review with question and answer .	(i.e.) 'O le ā lea? 'O le va'a! etc.
	NOTE: This next concept is a little difficult to present. The teacher must have patience and continue trying until the students can master the structure. If the meaning isn't apparent to them at first, it will become evident as the lesson progresses.	
(To be) I ai!	Point to the tree in the line above the pictures. Point next to the trees in the other pictures and say i ai. If a picture has no tree in it just shake your head no! As you touch the trees say i ai. Make everyone repeat..	I ai!
	Now again point to the tree in picture No. 1 and indicate a full sentence .... (Indicate the 'o is to be thrown out if they use it in the sentence).	I ai le lā'au.
E!	Make everyone repeat.................... Now again point to the tree in picture	E!

	No. 1 and indicate a full sentence.	E i ai le lā'au.
	Make everyone repeat..............	E i ai le lā'au.
	Now point to the car in picture No. 1 and indicate a full sentence..... NOTE: Make sure the pronounciation is correct and that they aren't saying 'E 'i 'ai le ta'avale.	E i ai le ta'avale.
	Repeat this with all the items in Picture No. 1	(i.e.) E i ai le va'a. E i ai le fale. E i ai le 'auala.
	Move on the picture No. 2 and continue as in No. 1	(i.e.) E i ai le va'alele. E i ai le tagata. E i ai le ta'avale.
	Now, point to the picture of an airplane in the list above the four pictures. Then point to the airplane in picture No. 2 and indicate a full sentence	E i ai le va'alele.
(To not be) E leai!	Quickly point to the 'X' in picture No. 1 that shows the airplane is not present in that picture and shake your head no! Make all repeat.	E leai!
	Indicate a full sentence............ NOTE: This sentence may be difficult for some students to construct. If this is the case, then the teacher may model the whole sentence for the students.	E leai se va'alele.
	Point to the 'X' in picture No. 1 that represents tagata. Indicate a full sentence	E leai se tagata.
	Continue this way for each 'X' in pictures No. 1 and 2.	(i.e.) E leai se lā'au. E leai se fale. etc.

E i ai se lā'au?	Draw a question. Point to the tree in the line above the four pictures, then point to picture No. 1 using very clear voice inflection. Ask this question: Indicate everyone is to repeat.....	E i ai se lā'au?
	Nod your head yes and indicate all are to answer......................	'Ioe, e i ai le lā'au.

	Point to the second object in the line, the car. Again point also to picture No. 1 and indicate a full question....	E i ai se ta'avale?
	Indicate a yes answer	'Ioe, e i ai le ta'avale.
	Continue in this way with each object in that upper line. Always point to picture No. 1 for the question.......	(i.e.) E i ai se va'a? 'Ioe, e i ai le va'a. E i ai se fale? 'Ioe, e i ai le fale. E i ai se va'alele? Leai, e leai se va'alele. etc.
	Repeat this proceedure with picture No. 2.	
	Now move to pictures Nos. 3 and 4 for the plurals.	
	Point to the picture of the airplanes in picture No. 3 and indicate a full sentence	E i ai va'alele!
	NOTE: This should be easy enough for the students to construct on their own. If not, teacher may model the sentence.	
	Point to the boats (picture No. 3)..	E i ai va'a.
	Point to the roads	E i ai 'auala.
	Point to the cars	E i ai ta'avale.
	Point to people	E i ai tagata.
	Continue in picture No. 4.	
	Point to the trees.	E i ai lā'au.
	Point to the houses................	E i ai fale.
	Point to the planes................	E i ai va'alele.
	Now point to the 'X' in picture No. 3 representing the trees. Shake your head no.	
E leai!	All repeat	E leai!
	Point again to the 'X' and indicate a full sentence	E leai ni lā'au.
	NOTE: If the students forget to add ni the teacher should just say the word ni for the students. If this doesn't help then the teacher may model the whole sentence.	
	Continue pointing to each 'X' in picture No. 3	E leai ni fale.

		Continue with picture No. 4	E leai ni ta'avale. E leai ni'auala. E leai ni va'a. etc.
		Hold up two fingers to show plural and point to the tree in the line above the four pictures and then point to picture No. 3. Indicate a question	E i ai ni lā'au?
		Indicate a negative answer	Leai, e leai ni lā'au.
		Repeat with the next object in the line (car)	E i ai ni ta'avale?
		Indicate a full sentence	'Ioe, e i ai ta'avale.
		Continue in this way for picture No. 3.	
		Repeat for picture No. 4.	

		Point to the whole area of picture No. 1 and say:	
(Picture)	Ata!	All repeat	Ata!
		Point to picture No. 2 and make the same gesture.......................	Ata.
		Indicate a full sentence	'O le ata.
		Point to No. 3	'O le ata.
		Point to No. 4	'O le ata.
(First)	Muamua!	Point to the number 1 in the first picture. All repeat	Muamua!
		Now point to the area of picture No. 1 then the number 'one' itself and indicate a full sentence	'O le ata muamua.
(Second)	Lona lua!	Point to the number 2 picture No. 2.	Lona lua!
		Full sentence	'O le ata lona lua.
(Third)	Lona tolu!	Point to the number 3 in picture No. 3. Full sentence	Lona tolu! 'O le ata lona tolu.
(Last)	Mulimuli!	Point to the last picture	Mulimuli!
		Full sentence	'O le ata mulimuli.
		Review all four numbers.	

		Teacher now points to the tree in picture No. 1 and says:	
E i ai le lā'au!		All repeat	E i ai le lā'au!
(In)	I!	Make everyone repeat	I!
Le ata muamua!		Point to the whole of picture No. 1.	Le ata muamua!
		Again point to the tree, then the whole picture. Indicate a full sentence	E i ai le lā'au i le ata muamua.

	Repeat this with the other objects and each 'X' in picture No. 1	(i.e.) E i ai le ta'avale i le ata muamua. E leai se tagata i le ata muamua. E i ai le va'a i le ata muamua. E leai se va'alele i le ata muamua.
	Now teacher asks a question.	
E i ai se fale i le ata lona lua?	All repeat	E i ai se fale i le ata lona lua?
	Let someone answer	Leai, e leai se fale i le ata lona lua.
	Indicate that the first student who answered the question may ask another student about any object in any picture...........	(i.e.) E i ai se ta'avale i le ata lona lua? 'Ioe, e i ai le ta'avale i le ata lona lua.

Continue for the remainder of the class time. Let the students ask about any object and any picture both singular and plural. If time permits, the class can go outside and practice this structure.

SUMMARY REVIEW

E i ai le lā'au.	There is a tree.
ta'avale	car
va'a	boat
fale	house
va'alele	plane
'auala	road
tagata	person
E i ai se lā'au?	Is there a tree?
etc.	etc.
'Ioe, e i ai le lā'au.	Yes, there is a tree.
etc.	etc.
Leai, e leai se lā'au.	No, there is no tree.
etc.	etc.

E i ai ni lā'au?	Are there any trees?
ta'avale	cars
etc.	etc
'Ioe, e i ai lā'au.	Yes, there are trees.
etc.	etc.
Leai, e leai ni lā'au.	No, there are no trees.
etc.	etc.
E i ai le va'a i le ata.	There is a boat in the picture.
fale	house
etc.	etc
E i ai va'alele i le ata muamua.	There are planes in the first picture.
lona lua	second
lona tolu	third
mulimuli	last

LESSON TWENTY-SEVEN

TOPICS

(a) The structure 'to have'.......(e) i ai (la'u) ....

(b) Card playing.

METHOD

Drills and follow up activity. The activity is the card game FISH. It is played in the following way:

Shuffle and deal the cards, five per player. The players may look at their cards. The rest of the deck is placed in the center of the table. The object is to accumulate three of a kind or three card straights. These cards are spread out before the player and anyone can then place other cards of the same kind or series on that set. The first person to set down all of his cards is the winner. Play begins on the dealer's right. That player can ask any other player for any single card that he might need in order to complete a set. If the other player has the card in question, he must give it to the player who asked for it. The first player may continue asking for cards until he recieves a 'No' answer. Upon recieving a 'No' answer, that player draws one card from the deck and the next player now asks in the same way. Students must ask and answer in complete sentences in Samoan.

MATERIALS: Playing cards.

TIME: 45 minutes.

THE LESSON

I. Introduce the following new words using the cards:

ka	king	siaki	jack
teine	queen	sai	ace

II. Pass out two cards per student face up before them on the table. Some students should have kings and aces and others queens and jacks. Teacher then models these patterns and points when necessary to explain the meanings. Students repeat.

E i ai sau ka?	Do you have a king?
teine	queen
sai	ace
siaki	jack

'Ioe, e i ai la'u ka.	Yes, I have a king.
etc	etc
Leai, e leai sa'u ka.	No, I don't have a king.
etc.	etc.
E i ai sana ka?	Does he have a king?
etc	etc
'Ioe, e i ai lana ka.	Yes, he has a king.
etc	etc
Leai, e leai sana ka.	No, he has no king.
etc	etc

III. Pass out other cards (i.e. tens, nines, etc) and repeat the drill.

IV Collect all the cards and play the game FISH.

LESSON TWENTY-EIGHT

TOPICS

(a) Use of 'to have' with the pronouns.

We (2) have ....E i ai la tā....
We (pl) have ....E i ai la tātou....
etc.

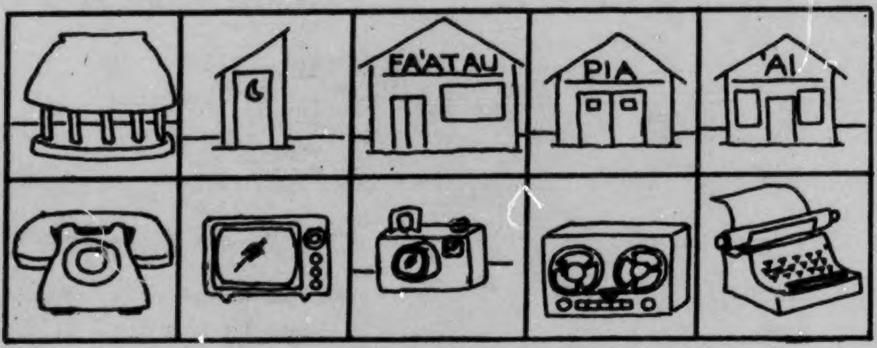
(b) Conjugation of 'to have'.

I have	E i ai la'u .... 'O lo'o i ai la'u .... 'Ua i ai la'u ....
I had	Sa i ai la'u ....
I will have	'O le'ā i ai la'u ....

METHOD: Substitution drill.

MATERIALS

A large wall chart like the one below. A blackboard.



TIME: 45 minutes.

THE LESSON

I. Teacher introduces the new vocabulary by pointing to the proper picture and pronouncing it's Samoan name.

falesamoa	Samoan fale	telefoni	telephone
faleuila	toilet (outhouse)	T.V.	T.V.
fale'oloa	store	mea pu'eata	camera
falepia	bar	lā'au pu'eleo	tape recorder
fale'aiga	restaurant	lā'au lomitusi	typewriter

II. Teacher writes the five tense markers on the board and then models the following patterns for the students. Students repeat. After the students understand the drill it is only necessary for the teacher to point to the proper picture, tense marker, or say the new pronoun and the students will automatically change the sentence.

E i ai lo'u falesamoa.	I have a Samoan house.
lou	You
lona	He has
Sa i ai lo tā faleuila.	We (2) had a toilet.
mā	We (2)
lua	You (2)
lā	They (2)
'Ua i ai lo tātou fale'oloa.	We have a store.
mātou	We
tou	You
lātou	They
'O lo'o i ai lo'u falepia.	I have a bar.
lou	You
lona	He has
'O le'ā i ai lo tā fale'aiga.	We will have a restaurant.
mā	We
lua	You
lā	They
E i ai sa'u telefoni?	Do I have a phone?
sau	you
sana	Does he
E leai sa'u telefoni.	I have no phone.
sau	You
sana	He has

Sa i ai sa tā T.V.?	Did we have a T.V.?
mā	we
lua	you
lā	they
E le'i i ai sa tā T.V.	We didn't have a T.V.
mā	We
lua	You
lā	They
'Ua i ai sa tātou mea pu'eata?	Do we have a camera?
mātou	we
tou	you
lātou	they
'Ua leai sa tātou mea pu'eata.	We have no camera.
etc	etc.
'O i ai sa'u lā'au pu'eleo?	Do I have a tape recorder?
sau	you
sana	Does he
E lē'o i ai sa'u lā'au pu'eleo.	I don't have a tape recorder.
sau	You
sana	He doesn't
'O le'ā i ai sa tā lā'au lomitusi?	Will we have a typewriter?
mā	we
lua	you
lā	they
'O le'ālē i ai sa tā lā'au lomitusi.	We won't have a typewriter.
mā	We
lua	You
lā	They

III. Let the students make up questions using these pictures, all the pronouns, and the five tenses.

SUMMARY REVIEW

E i ai la'u mea pu'e ata.	I have a camera.
'O le'ā	will have
'Ua	have
'O lo'o	have
Sa/na	had

E i ai la'u mea pu'eata.	I have a camera.
lau	You
lana	He/She/It has a camera.
la tā	We (2) have a camera.
la mā	We (2)
la lua	You (2)
la lā	They (2)
la tātou	We (pl)
la mātou	We (pl)
la tou	You (pl)
la lātou	They (pl)

E i ai sa'u mea pu'eata? etc	Do I have a camera? etc
E leai sa'u mea pu'eata. etc	I don't have a camera. etc

LESSON TWENTY-NINE

TOPICS

(a) Adjectives of colour.

(b) Formal demonstratives.

this	lenei	these	nei
that	lenā	those	nā
that	lelā	those	lā

(c) to be like ..... fa'apēnā, fa'apēnei, etc.

(d) what's it like. . fa'apēfea, fa'apē'ī.

METHOD: Substitution drill.

MATERIALS

Flowers or any small objects of the following colours: red, yellow, green, blue, white, black, brown. Other colours may be added at the teachers discretion.

TIME: 45 minutes.

THE LESSON

I. Place the seven different coloured flowers on the table. As the teacher says each sentence he performs on explanatory action. Students repeat after each example. Note: If you can't find black or brown flowers, make them out of paper.

'O le fugālā'au.	It's a flower.
'O le fugālā'au mūmū.	It's a red flower.
samasama	yellow
lanumeamata	green
lanumoana	blue
pa'epa'e	white
uliuli	black
'ena'ena	brown

1. Ask this question for each flower. Students answer first, then they ask

and answer each other.

'O le ā le lanu o le fugālā'au lenei?	What's the colour of this flower?
E mūmū le fugālā'au lenā.	Red is (the colour of) that flower.
etc	etc

2. Ask this question for each flower.

'O le ā le lanu o le fugālā'au lenā?	What's the colour of that flower?
E mūmū le fugālā'au lenā.	Red is (the colour of) that flower.
etc	etc

3. Ask this question for each flower.

'O le ā le lanu o le fugālā'au lelā?	What's the colour of that flower?
E mūmū le fugālā'au lelā.	Red is (the colour of) that flower.
etc	etc

II. For this next section, indicate that fa'apē'ī and fa'apēfea are question words. When using the words fa'apea, fa'apēnei, fa'apēnā and fa'apēlā, point to examples of other flowers placed close, near and far away.

(A)

'E fa'apē'ī le fugālā'au?	What's the flower like?
E fa'apea le fugālā'au.	The flower's like this (here).
fa'apēnei	this (here)
fa'apēnā	that (there)
fa'apela	that (far)

(B) Give everyone a different coloured flower. Place others in various locations (near, close, far). Students rotate asking the questions about their own flower. All the other students respond and point to the flower that matches that student's flower.

1. E fa'apē'ī la'u fugālā'au?	What's my flower like?
E fa'apea lau fugālā'au.	Your flower's like this.
fa'apēnei	this
fa'apēnā	that
fa'apēlā	that
2. 'O ai e i ai sana fugālā'au fa'apea?	Who has a flower like this?
E i ai la'u fugālā'au fa'apēnā.	I have a flower like that.
3. 'O fea 'o i ai se isi fugālā'au fa'apea?	Where is another flower like this?
'O le isi lea fugālā'au fa'apēnā.	Here is another flower like that.
4. E fa'apēfea le lanu o lenei fugālā'au?	What's the colour like of this flower?
lenā	that
lelā	that

E mūmū le lanu o le fugālā'au lenei.	Red is the colour of this flower.
lenā	that
lelā	that

III. Repeat with plural flowers.

(i.e.)

'E fa'apē'ī fugālā'au nei?	What are these flowers like?
nā	those
lā	those

E mūmū fugālā'au nei.		These flowers are	red.
samasama	nā	Those	yellow
lanumeamata	lā	Those	green
lanumoana			blue
papa'e			white
ūli			black
'e'ena			brown

Continue as with the singular drills.

SUMMARY REVIEW

'O le fugālā'au mūmū lenei.	This is a red flower.
samasama	yellow
lanumeamata	green
etc	etc
'E mūmū le fugālā'au lenei.	Red is (the colour of) this flower.
lenā	that (close)
lelā	that (far)
E fa'apēfea le fugālā'au?	How's the flower like?
fa'apē'ī	How's like?
E fa'apea le fugālā'au.	The flower's like this (common).
fa'apēnei	this (formal)
fa'apēnā	that (close)
fa'apēlā	that (far)
E mūmū fugālā'au nei.	Red is (the colour of) these flowers.
nā.	those (close)
lā	those (far)

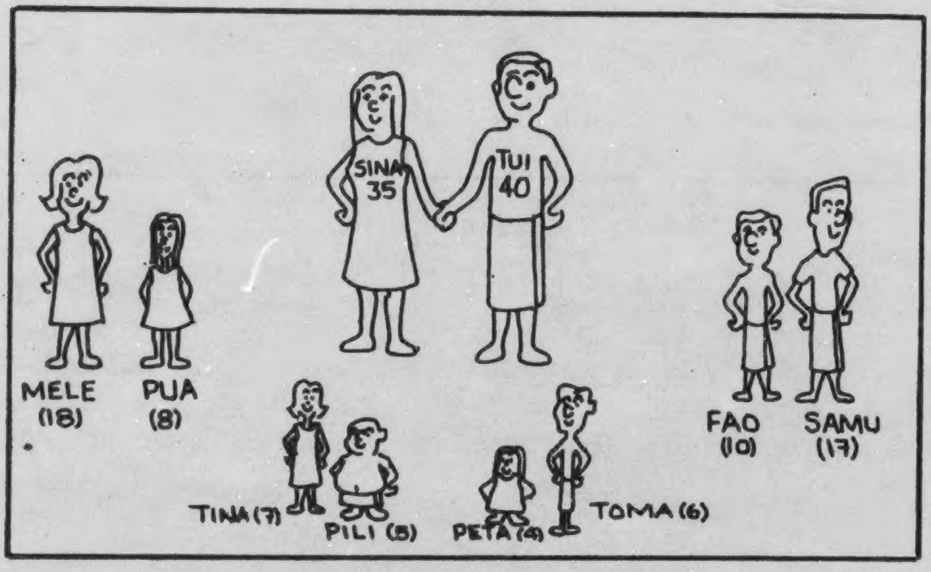
LESSON THIRTY

TOPICS

(a) Family members.
(b) Comparative of adjectives ...... i lō.
(c) Superlative of adjectives ...... sili ona.

METHOD: Substitution drill.

MATERIALS:
A large picture like the one below and a blackboard.


SINA
35
TUI
40
MELE
(18)
PUA
(8)
FAO
(10)
SAMU
(17)
TINA (7)
PILI (5)
PETA (4)
TOMA (6)

TIME: 45 minutes.

THE LESSON

I. Place the family picture on the wall.

(A) Introduce these words by pointing to the respective members and saying the sentence below. Students repeat.

Tamā	Father
'O Tui 'o le tamā.	Tui is the father.
'O Tui 'o le tamā o Fao, o Samu, o Pua, o Mele, etc.	Tui is the father of Fao, Samu, Pua, Mele, etc.

Ātali'i	Son
'O Fao 'o le Ātali'i o Tui.	Fao is Tui's son.
Samu	Samu
etc.	etc.

Āfafine	Daughter
'O Peta 'o le āfafine o Tui.	Peta is Tui's daughter.
Tina	Tina
etc	etc
To'alua	Spouse
'O Sina 'o le to'alua o Tui.	Sina is Tui's spouse .
Tinā	Mother
'O Sina 'o le tinā o Mele, o Pua, o Tina, o Pili, etc.	Sina is the mother of Mele, Pua, Tina, Pili, etc.
Tama teine	Daughter
'O Mele 'o le tama teine a Sina.	Mele is Sina's daughter.
Pua	Pua
etc	etc
Tama tama	Son
'O Pili 'o le tama tama a Sina.	Pili is Sina's son.
Toma	Toma
etc	etc
To'alua	Spouse
'O Tui 'o le to'alua o Sina.	Tui is Sina's spouse.
Uso	Brother
'O Fao 'o le uso o Samu.	Fao is Samu's brother.
Toma	Toma
Pili	Pili
Uso	Sister
'O Pua 'o le uso o Mele.	Pua is Mele's sister.
Tina	Tina
Peta	Peta
Tuagane	Brother
'O Fao 'o le tuagane o Mele.	Fao is Mele's brother.
Samu	Samu
etc	etc
Tuafafine	Sister
'O Pua 'o le tuafafine o Samu.	Pua is Samu's sister.
Mele	Mele
etc.	

(B) Ask and answer question similar to those below.

'O ai le tamā?	Who is the father?

tinā	mother
'0 ai ātali'i o Tui?	Who are Tui's sons?
āfafine	daughters
'0 ai tama tama a Sina?	Who are Sina's sons?
tama teine	daughters
'0 ai uso o Fao?	Who are Fao's brothers?
Pua	Pua's sisters
'0 ai tuagāne o Pua?	Who are Pua's brothers?
'0 ai tuafāfine o Fao?	Who are Fao's sisters?
E fia tausaga o Tui?	How old is Tui?
Sina	Sina
etc	etc

II. By pointing to the proper example in the picture, introduce these words and sentences.

matua	old	lā'itiiti	young
puta	fat	pa'e'e	thin
'umi	tall	pu'upu'u	short

E matua Tui.	Tui is old.
Sina	Sina
Mele	Mele
Samu	Samu
E lā'itiiti Tina.	Tina is young.
Pili	Pili
Peta	Peta
Toma	Toma
E puta Pili.	Pili is fat.
Peta	Peta
E pa'e'e Toma.	Toma is thin.
Tina	Tina
E 'umi Samu.	Samu is tall.
Mele	Mele

E pu'upu'u Fao.	Fao is short.
Pua	Pua

E matua Tui iā Sina.	Tui is older than Sina.
Samu Fao	Samu Fao
Mele Pua	Mele Pua

E lā'itiiti Sina i lō Tui.	Sina is younger than Tui.
Fao Samu	Fao Samu
Pua Mele	Pua Mele

E puta Peta i lō Toma.	Peta is fatter than Toma.
Pili Tina	Pili Tina
E pa'e'e Toma i lō Peta.	Toma is thinner than Peta.
Tina Pili	Tina Pili
E 'umi Samu i lō Fao.	Samu is taller than Fao.
Mele Pua	Mele Pua

E sili ona matua Tui.	Tui is the oldest.
la'itiiti Peta	Peta youngest
puta Pili	Pili fattest
pa'e'e Toma	Toma thinnest
'umi Tui	Tui tallest
pu'upu'u Peta	Peta smallest

III. Write this story on the blackboard. The students will translate into Samoan together.

THE STORY OF FAO

My name is Fao. I am a Samoan boy. I am ten years old. I live in a Samoan family. There are ten people in our family. Tui is my father, and Sina is my mother. I have three brothers and four sisters. Peta is my youngest sister and Mele is my oldest sister. Three of my brothers are taller than me. Only one brother is shorter than me. I love my family very much.

IV. If time permits or as a follow-up-lesson let each student write his own story describing his family. Each student reads his story and the class corrects any mistakes.

SUMMARY REVIEW

'O le to'alua o Tui.	It's Tui's spouse.

ātali'i	son
āfafine	daughter
uso	brother
tuafafine	sister
tamā	father
tinā	mother

'O le to'alua o Sina.	It's Sina's spouse.
tama tama a	son
tama teine a	daughter
uso o	sister
tuagane o	brother
tamā o	father
tinā o	mother

E matua Tui iā Toma.	Tui is older than Toma.
E puta Tui i lō Toma.	fatter
'umi	taller

E sili ona pa'e'e Toma.	Toma is the thinnest.
lā'itiiti Peta	Peta smallest
pu'upu'u Peta	Peta shortest

* * *

LESSON THIRTY-ONE

TOPICS

- (a) Calendar (names of months, days).
- (b) 'What's the day, date, month.'
- (c) 'What is your birthdate?'

METHOD: Silent way, repetition drill.

MATERIALS: A large Samoan wall calendar.

TIME: 45 minutes.

THE LESSON

Word		Action	Target Response
(Year)	Tausaga!	Point to the whole year on the calendar	Tausaga!
		Full sentence	'O le tausaga.
(Month)	Māsina!	Point to the months	Māsina!
		Full sentence	'O le māsina.
E fia māsina i le tausaga?		All repeat the question	E fia māsina i le tausaga?
		Students should answer	E sefululua māsina i le tausaga.
'O ai le māsina muamua?		Point to the first month. Indicate a question. All repeat....	'O ai le māsina muamua?
(January)	Ianuari!	All repeat	Ianuari!
		Full sentence	'O Ianuari le māsina muamua.
'O ai le māsina lona lua o le tausaga?		Point to the second month and draw a question. All repeat...	'O ai le māsina lona lua o le tausaga?
(February)	Fepuari!	All repeat	Fepuari!
		Full sentence	'O Fepuari le māsina

		lona lua o le tausaga.
'O ai le māsina lona tolu o le tausaga?	Point to the third month and indicate a question. All repeat	'O ai le māsina lona tolu o le tausaga?
(March) Mati!	All repeat .... Full sentence	Mati! 'O Mati le māsina lona tolu o le tausaga.
	Point to the fourth month and indicate a question	'O ai le māsina lona fā o le tausaga?
(April) Aperila!	All repeat .... Full sentence	Aperila! 'O Aperila le māsina lona fā o le tausaga.
	Continue in this way for all the months. Remember to review from the beginning.	
	Mē(May), Iuni(June), Iulai (July), Aokuso(August), Sētema(September), Oketopa (October), Nōvema(November).	
	The last month can be lona sefululua (twelfth) or mulimuli (last).	
'O ai le māsina mulimuli o le tausaga?	Point to the last month. All repeat	'O ai le māsina mulimuli o le tausaga?
(December) Tēsema!	All repeat .... Full sentence	Tēsema! 'O Tēsema le māsina mulimuli o le tausaga.

'O ai le māsina lenei?	Indicate a question	'O ai le māsina lenei?
	Indicate a full sentence answer with today's month....	'O x le māsina lenei.
'O ai māsina 'ua te'a o le tausaga?	Point to all the months that have past in the year.......	'O ai māsina 'ua te'a o le tausaga?
	Indicate a full sentence ...	'O x, x, x, ma x, (etc) māsina 'ua te'a o le tausaga.
'O ai māsina 'o lo'o totoe o le tausaga?	Indicate a question, point to all the months remaining in the year.......................	'O ai māsina 'o lo'o

			totoe o le tausaga?
		Indicate a full answer......	'O x,x, ma x eto, māsina 'o lo'o totoe o le tausaga.

(Week)	Vāiaso!	Point to a week unit.	Vāiaso!
		Full sentence	'O le vāiaso.
(Day)	Aso!	Point to a day	Aso!
		Full sentence	'O le aso.
	'O ai le māsina muamua?	Point to the first month. Indicate a question	'O ai le māsina muamua?
		Answer	'O Ianuari!
	E fia aso o Ianuari?	Draw a question and point to January	E fia aso o Ianuari?
		Point to the number 31 and indicate a full sentence ...	E tolusefulu tasi aso o Ianuari.
		Repeat for each month, but let the student asks and answer the question without the teacher modeling it first.	

(Monday)	Aso Gafua!	Point to Monday	Aso Gafua!
	'O le Aso Gafua le aso muamua o le vāiaso!	All repeat	'O le Aso Gafua le aso muamua o le vāiaso.
		Point to the second day and indicate a question	'O le ā le aso lona lua o le vāiaso?
(Tuesday)	Aso Lua!	All repeat	Aso Lua!
		Full sentence	'O le Aso Lua le aso lona lua o le vāiaso.
		Point to the third day and draw a question	'O le ā le aso lona tolu o le vāiaso?
(Wednesday)	Aso Lulu!	All repeat	Aso Lulu!
		Full sentence	'O le Aso Lulu le aso lona tolu o le vāiaso.
		Point to the fourth day.....	'O le ā le aso lona fā o le vāiaso?

(Thursday) Aso Tofi!	All repeat....................	Aso Tofi!
	Full sentence	'O le Aso Tofi le aso lona fā o le vāiaso.
	Point to the fifth day.......	'O le ā le aso lona lima o le vaiaso?
(Friday) Aso Faraile!	All repeat	Aso Faraile!
	Full sentence	'O le Aso Faraile le aso lona lima o le vāiaso.
	Point to the sixth day	'O le ā le aso lona ono o le vāiaso?
(Saturday) Aso To'ona'i!	All repeat	Aso To'ona'i!
	Full sentence	'O le Aso To'ona'i le aso lona ono o le vāiaso.
	Point to the last day.	'O le ā le aso mulimuli o le vāiaso?
(Sunday) Aso Sā!	All repeat	Aso Sā!
	Full sentence	'O le Aso Sā le aso mulimuli o le vāiaso.

(Today) Asō!	Point down to indicate "now" and point to today's day on the calendar................	Asō!
'O le ā le asō?	All repeat	'O le ā le asō?
	Indicate a full sentence answer........................	'O le (today) le asō.
(Yesterday) Ananafi!	Point behind you to indicate past and point to yesterday on the calendar............	Ananafi!
'O le ā le aso ananafi?	All repeat	'O le ā le aso ananafi?
	All answer..................	'O le (yesterday) ananafi.
(Tomorrow) Taeao!	Point ahead to indicate future time. Point to tomorrow on the calendar................	Taeao!
'O le ā le aso taeao?	All repeat	'O le ā le aso taeao?
	Indicate a full sentence ...	'O le (tomorrow) taeao.

'O le aso fia le asō?	All repeat	'O le aso fia le asō?
'O le aso (date) le asō!	Point to today's date and say the correct date.............	'O le aso (date) le asō!
'O le aso fia ananafi?	All repeat	'O le aso fia ananafi?

'O le aso (date) ananafi!	Point to yesterday's date..	'O le aso (date) ananafi!
'O le aso fia taeao?	All repeat	'O le aso fia taeao?
'O le aso (date) taeao!	Point to tomorrow's date	'O le aso (date)taeao!

(Birthday) Aso fānau!	Teacher writes his birthdate, month, and year on the calendar. All repeat	Aso fānau!
'O le ā lou aso fānau?	Teacher indicates all are to question him	'O le ā lou aso fānau?
'O le aso lua o Mē, tasi le afe iva selau fasefulu ma le fitu!	Teacher points to the date he has written: May 2, 1947. All repeat.	'O le aso lua o Mē, tasi le afe iva selau fasefulu ma le fitu!
	Repeat the question with other students. Let them ask and answer each other.	

Review all

SUMMARY REVIEW

E fia māsina i le tausaga?	How many months in a year?
vāiaso māsina	weeks month
aso vāiaso	days week
'O ai le māsina muamua?	Who is (what's) the first month?
lona lua	second
mulimuli	last
'O ai le māsina lenei?	Who is (what's) this month?
'O le ā le tausaga lenei?	What is this year?
aso	day
'O le Aso Gafua le aso muamua ò le vāiaso.	Monday is the first day of the week.
Aso Lua lona lua	Tuesday second
Aso Lulu lona tolu	Wednesday third

Aso Tofi	lona fā	Thursday	fourth
Aso Faraile	lona lima	Friday	fifth
Aso To'ona'i	lona ono	Saturday	sixth
Aso Sā	mulimuli	Sunday	last

'O le ā le asō?	What is today?
aso ananafi	was yesterday
aso taeao	is tomorrow
'O le Aso Lua le asō.	Today is Tuesday.
ananafi	Yesterday was
taeao	Tomorrow will be
'O le aso fia le asō?	What's todays date?
etc.	etc.
'O le aso luasefulu tasi le asō.	Today is the twenty-first.
etc	etc
'O le ā lou aso fānau?	What is your birthdate?
'O le aso muamua o Mati.	March first.

LESSON THIRTY-TWO

TOPICS

(a) Adverbs of time (parts of the day).

night	pō
morning	taeao
etc.	

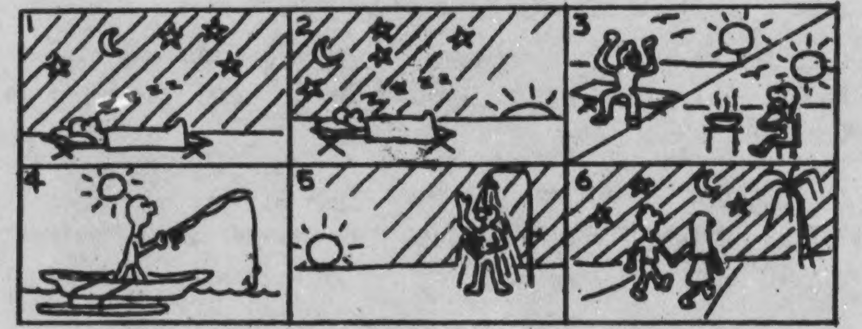
(b) The interrogative adverb 'when'.

past	anafea
future	āfea

METHOD: Substitution drill.

MATERIALS

A large chart like the one below.



TIME: 45 minutes.

● ● ● **THE LESSON** ● ● ●

I. Introduce these new words using the picture.

pō (night)	Picture No. 1	moe pea (still sleeping)	Picture No. 2
vaveao (early morning)	Picture No. 2	ala (awake)	Picture No. 3
taeao (morning)	Picture No. 3	'ai (eat)	Picture No. 3
aoauli (afternoon)	Picture No. 4	fāgota (fish)	Picture No. 4
afiafi (evening)	Picture No. 5	tā'ele (bathe)	Picture No. 5
moe (sleep)	Picture No. 1	eva (roam at night)	Picture No. 6

II. Practice these structures using the pictures.

E moe le tama i le pō.		The boy sleeps in the night.	
moe pea	vaveao	still sleeps	early morning
ala	taeao	wakes	morning
'ai	taeao	eats	morning
fāgota	aoauli	fishes	afternoon
tā'ele	afiafi	bathes	evening
eva	pō	roams	night

III. Change the tense marker. Repeat all the pictures with each tense marker.

'O lo'o moe le tama i le pō.		The boy is sleeping in the night.	
etc	etc	etc	etc

For the past and future add the words: ananafi and taeao (yesterday and tomorrow).

Sa moe le tama i le pō ananafi (anapō).		The boy slept in the evening yesterday.	
moe pea	vaveao	still slept	early morning
etc	etc	etc	etc

'O le'ā moe le tama i le pō taeao.		The boy will sleep in the night tomorrow.	
moe pea	vaveao	still sleep	early morning
etc	etc	etc	etc

IV. Continue with the past and future by introducing the words: anafea (past 'when') and āfea (future 'when').

(A) Draw a question and say the word anafea, then say the sentences below.

'O anafea sa moe ai le tama?	When did the boy sleep?
Sa moe i le pō ananafi (anapō).	He slept in the night yesterday.

Continue with all the pictures using anafea!

(B) Draw a question and say the word āfea. Say the sentences below.

'O āfea 'o le'ā moe ai le tama?	When will the boy sleep?
'O le'ā moe i le pō taeao.	He will sleep tomorrow in the night.

Repeat for all the pictures using āfea.

V. Introduce the word fai (to do) with all the tenses starting from the e/te tense.

'O le ā lana mea e fai? (Point to picture No. 1) What does he do?

E moe .... He sleeps.

Use the question for each picture.

Use fai in turn with all the other tenses in the same way using all the pictures each time.

'O le ā lana mea 'ua fai?	What's he doing?
'O le ā lana mea 'o fai?	What's he doing?

'O le ā lana mea sa fai ananafi?	What did he do yesterday?
'O le ā lana mea 'ā fai taeao?	What will he do tomorrow?

VI. Use the other dependent pronouns with the pictures for each tense. (i.e.)

'O le'o o'u moe i le pō.	I'm sleeping in the night.
'e	You are
ia	He is
ta momoe	We (2) are
mā	We (2)
lua	You (2)
lā	They (2)
tātou	We
mātou	We
tou	You
lātou	They

Substitute momoe ....pō in the above the pattern for the other verbs below:

momoe pea.....vaveao
ala ....taeao
'a'ai...........taeao
fāgogota.......aoauli
tā'e'ele ......afiafi
eva ....pō

Repeat this structure with all the other tense markers.

SUMMARY REVIEW

'Ou te alu i le pō.	I'll go in the night.
vaveao	early morning
taeao	morning
aoauli	afternoon
afiafi	late afternoon
Sa 'ou alu i le pō ananafi (anapō).	I went yesterday in the night (last night).
etc	etc
'O le'ā 'ou alu i le pō taeao.	I will go tomorrow in the night (tomorrow night).
etc	etc
'O anafea na 'e alu ai?	When did you go?
'O āfea 'o le'ā 'e alu ai?	When will you go?
'O le ā lana mea sa fai ananafi?	What did he do yesterday?
'O le ā lana mea 'ā fai taeao?	What will he do tomorrow?

LESSON THIRTY-THREE

TOPICS

Continuation of adverbs of time

the day after tomorrow	'o le aso tala atu taeao.
the day before yesterday	'o le aso tala atu ananafi.
now	nei
later	nānei
just now	ananei
earlier	analeilā

METHOD: Substitution drills.

MATERIALS

A large calendar and a wall chart like the one used in Lesson 32.

TIME: 45 minutes.

THE LESSON

PART I.

A. Point to the corresponding days on the calendar to show the meaning of these sentences:

'O le aso tala atu taeao.	The day after tomorrow.
'O le aso tala atu ananafi.	The day before yesterday.

B. Use the calendar and the wall chart. Teacher models the practice sentences first, students repeat, then students practice with themselves.

sau (come) - show its meaning with action.

'O āfea 'e te sau ai?	When will you be coming?
'Ou te sau i le aso tala atu taeao.	I'll come the day after tomorrow.
taeao	tomorrow
i le pō taeao	tomorrow night
i le vaveao taeao	tomorrow in the early morning
i le taeao taeao	tomorrow morning
i le aoauli taeao	tomorrow afternoon
i le afiafi taeao	tomorrow evening

C. Follow the same proceedure:

'O ānafea na 'e sau ai i lo mātou nu'u?	When did you come to our village?
Na 'ou sau i le aso tala atu ananafi.	I came the day before yesterday.
ananafi	yesterday
i le pō ananafi (anapō)	last night
i le vaveao ananafi	yesterday early morning
i le taeao ananafi	yesterday morning
i le aoauli ananafi	yesterday afternoon
i le afiafi ananafi	yesterday evening

PART II.

A. Using actions practice these new words, or use flashcards.

nei (now) ....point down to indicate now.
nanei (later).............point down and ahead to indicate later.
ananei (just now).........point down and directly behind yourself.
analeilā (earlier today)..point down and further behind yourself.

B. Teacher models the practice sentences first, students repeat, then students practice among themselves.

E fai āfea le ā'oga?	When will school be held?
E fai nei le ā'oga.	School will be held now.
nānei	later
Na fai anafea le ā'oga?	When was school held?
Sa fai ananei.	It was held just now.
analeilā	earlier

Change the noun to pāti (party), and ta'aloga (game).

PART III.

A. Use the calendar for this section. Introduce these words by pointing to the proper month and saying the whole sentence.

'O le māsina lenei.	Point to this month on the calendar.
'ua te'a	last month
'ā sau	next month

Students repeat with vāiaso, and tausaga.

B. Introduce this next structure by pointing to the proper months on the calendar.

'O le māsina i tala atu 'o le māsina 'ua te'a.	The month before last.
'O le māsina i tala atu 'o le māsina 'ā sau.	The month after next.

C. Teacher models the practice sentence first, students repeat and then practice on themselves.

alu (go) - show it's meaning first with action.

'E te alu āfea i Apia? or 'O āfea 'e te alu ai i Apia?	When are you going to go to Apia?

'Ou te alu i Apia i le māsina 'ā sau. vāiaso tausaga	I'll go next month. week year
'Ou te alu i Apia i le māsina i tala atu 'o le māsina 'ā sau. vāiaso	I'm going to go to Apia the month after next. week

D. Follow the same procedure:

Na 'e alu anafea i Apia? or: 'O anafea na 'e alu ai i Apia?	When did you go to Apia?
Na 'ou alu i le māsina 'ua te'a. vāiaso tausaga	I went last month before last. week year
Na 'ou alu i Apia i le māsina i tala atu 'o le māsina 'ua te'a. vāiaso tausaga	I went the month before last. week year

PART IV:

Use the pair and plural forms of the pronouns for the exercise in parts I and III. Remember the plural of alu is ō and sau is ōmai. The question can begin with the pronoun or the adverb.

Lua and Mā:

Lua te ōmai āfea?	When will you (2) come?
Ma te ōmai i le aso tala atu taeao. etc	We'll come the day after tomorrow. etc
'O anafea na lua ōmai ai?	When did you come?
Sa ma ōmai i le aso tala atu ananafi. etc	We'll come the day after yesterday. etc

Tou and Mātou:

'O āfea tou te ō ai?	When will you (pl) go?
Mātou te ō i le māsina 'ā sau. vāiaso tausaga	We'll come next month. week year
Na tou ō anafea?	When did you go?

Na mātou ō i le māsina 'ua te'a.	We went last month.
vāiaso	week
tausaga	year

SUMMARY REVIEW

'O le aso tala atu taeao.	The day after tomorrow.
ananafi	before yesterday
'O le vāiaso i tala atu 'o le vāiso 'ā	The week after next.
sau. māsina māsina	month
tausaga tausaga	year
'O le vāiaso i tala atu 'o le vaiso 'ua	The week before last.
te'a. māsina māsina	month
tausaga tausaga	
'Ou te alu nei.	I'll go now.
nānei	later
Na 'ou sau ananei.	I came just now.
analeilā	earlier today

REVIEW DRILL TWELVE

TOPICS: Review of i ai.

METHOD: Transformation drills.

MATERIAL: Blackboard.

TIME: 20 minutes .

THE DRILL

I. The teacher writes a sentence from below on the blackboard. All the students read the sentence. One student then changes it to a question, the next student changes that question to a negative statement, the next student changes it to a plural statement, the next changes the tense. After each transformation all the students repeat the new sentences.

(i.e.)

E i ai lana mea pu'eata.	He has a camera.
E i ai sana mea pu'eata?	Has he a camera?
E leai sana mea pu'eata.	He has no camera.
E le'i i ai sana mea pu'eata.	He had no camera.

The sentences:

1. Sa i ai la mātou ta'avale.	We had a car.
2. 'O le fale ta'avale lā e i tua.	The garage is in the back.
3. 'O le'ā 'ou i ai taeao i le fusu'aga.	I will be at the boxing tomorrow.
4. 'Ua i ai le mea 'ou te mana'o ai.	There is something I want.
5. E i ai lo'u to'alua.	I have a spouse.
6. Sa i ai le va'a ananafi.	There was a boat yesterday.
7. 'O le'ā i ai le mālō taeao.	There will be a guest tomorrow.
8. 'O le teine sa i ai i le siva anapō.	The girl was at the dance last night.
9. 'O lo'o i ai le avanoa.	There is a space.
10. 'Ua i ai le fa'alavalave.	There is a problem.

II. Let the students make up their own sentences and continue the drill.

Na mātou ō i le māsina 'ua te'a.	We went last month.
vāiaso	week
tausaga	year

SUMMARY REVIEW

'O le aso tala atu taeao.	The day after tomorrow.
ananafi	before yesterday

'O le vāiaso i tala atu 'o le vāiso 'ā sau.	The week after next.
māsina … māsina	month
tausaga … tausaga	year

'O le vāiaso i tala atu 'o le vaiso 'ua te'a.	The week before last.
māsina … māsina	month
tausaga … tausaga	

'Ou te alu nei.	I'll go now.
nānei	later

Na 'ou sau ananei.	I came just now.
analeilā	earlier today

REVIEW DRILL TWELVE

TOPICS: Review of i ai.

METHOD: Transformation drills.

MATERIAL: Blackboard.

TIME: 20 minutes.

THE DRILL

I. The teacher writes a sentence from below on the blackboard. All the students read the sentence. One student then changes it to a question, the next student changes that question to a negative statement, the next student changes it to a plural statement, the next changes the tense. After each transformation all the students repeat the new sentences.

(i.e.)

E i ai lana mea pu'eata.	He has a camera.
E i ai sana mea pu'eata?	Has he a camera?
E leai sana mea pu'eata.	He has no camera.
E le'i i ai sana mea pu'eata.	He had no camera.

The sentences:

1. Sa i ai la mātou ta'avale.	We had a car.
2. 'O le fale ta'avale lā e i tua.	The garage is in the back.
3. 'O le'ā 'ou i ai taeao i le fusu'aga.	I will be at the boxing tomorrow.
4. 'Ua i ai le mea 'ou te mana'o ai.	There is something I want.
5. E i ai lo'u to'alua.	I have a spouse.
6. Sa i ai le va'a ananafi.	There was a boat yesterday.
7. 'O le'ā i ai le mālō taeao.	There will be a guest tomorrow.
8. 'O le teine sa i ai i le siva anapō.	The girl was at the dance last night.
9. 'O lo'o i ai le avanoa.	There is a space.
10. 'Ua i ai le fa'alavalave.	There is a problem.

II. Let the students make up their own sentences and continue the drill.

REVIEW DRILL THIRTEEN

TOPIC: Review of adjectives and adverbs.

METHOD: Expansion drills.

MATERIALS: Blackboard.

TIME: 20 minutes.

THE DRILLS

I. The teacher writes a short sentence from the list below on the blackboard. The teacher then calls out the words in parenthesis and the students expand the sentence accordingly.
(i.e.)

E alu le tama.(lenā, taeao)	The boy is going to go.(that, tomorrow)
E alu le tama lenā.	That boy is going to go.
E alu taeao le tama lenā.	That boy is going to go tomorrow.

The sentences:

1.	'O le teine.(lāpo'a, tele)	The girl.(big, very)
2.	'Ua momoe tamaiti.(ā'oga, so'o)	The children are sleeping.(school, always)
3.	Sa ta'e le ipu.(mālamalama, analeilā)	The glass broke.(clear, earlier)
4.	Tātou te 'aia le pīsupo.(lana, lē)	Let's eat the corned beef.(his, not)
5.	Na 'e moe i le fale.(talimālō, ananafi)	Did you sleep in the house.(hotel, yesterday)
6.	'Ua sā le fanua.(lenei, matuā)	The land is forbidden.(this, exceedingly)
7.	'O lona aso fānau.(muamua, lenei)	His birthday.(first, this)
8.	Togi le polo.(lakapī, mālosi)	Throw the ball.(rugby, hard)
9.	Fai le siva.(Samoa, fa'apea)	Do the dance.(Samoan, like this)
10.	E lē sau le pasi.(a tātou, toe)	The bus isn't going to come.(our, again)

II. Let one student make up his own sentence and the rest of the class expand it with an adjective and adverb.

REVIEW DRILL FOURTEEN

TOPIC: Comparative and Superlative.

METHOD: Expansion and transformation drills.

MATERIALS: Blackboard.

TIME: 20 minutes.

THE DRILL

I. The teacher writes a set of words on the blackboard and a student expands them into a sentence in the comparative degree. A second student changes that sentence to the superlative degree. All students repeat each new sentence. (i.e.)

taugatā, meli, suka.	expensive, honey, sugar.
E taugatā le meli i lō le suka.	Honey is more expensive then sugar.
E sili ona taugatā le meli.	Honey is the most expensive.

The words:

1.	'auleaga, Sina, Tina.	ugly, Sina, Tina.
2.	mamafa, u'amea, vavae.	heavy, metal, cotton.
3.	paiē, pua'a, maile.	lazy, pig, dog.
4.	faigōfie, 'aveta'avale, 'aveva'alele.	easy, driving a car, driving a plane.
5.	'umi, niu, lā'au tīpolo.	tall, coconut tree, lime tree.
6.	Mā'elegā, loi, pogāleveleve.	industrious, ant, spider.
7.	'aulelei, Mele, Pua.	pretty, Mele, Pua.
8.	faigatā, ōlaga fa'aamelika, ōlaga fa'asamoa.	hard, American life, Samoan life.
9.	māmā, laupapa, ma'a.	light, wood, rock.
10.	loloto, sami, vaitafe.	deep, sea, river.

II. Let the students make up their own sentences. The class repeats after each new sentence.

GRAMMAR REVIEW FIVE

NOTES ON LESSON TWENTY-SIX:

I ai normally translates as 'there is/are.' It marks the existence, location or possession of something.

E i ai le fa'alavalave	There is a problem.
'O fea 'o i ai le tama?	Where is the boy?
E i ai lo'u to'alua	There is my spouse.(I have a spouse).

The indefinite articles (se, ni) are used for questions and negative statements.

E i ai se fale?	Is there a house?
E i ai ni falaoa?.................	Is there any bread?

The negative existence is expressed in two ways.

(a) Leai se/ni. Leai is the negative of i ai (perhaps and abbreviation of of e lē i ai). The indefinite articles always follow leai.

E leai se fale....................	There is no house.
E leai ni tagata	There are no people.

(b) Lē'o, le'i. These alternative present and past markers can be used with i ai. (See notes on Lesson 28).

E lē'o i ai ni tagata.............	There are no people.
E le'i i ai ni tagata.............	There were no people.

NOTES ON LESSON TWENTY-SEVEN:

Ka, teine, sai, siaki are the most common names for the face cards. There are variations such as tamāloa (man) for the king and tama (boy) for the jack.

Aside from translating as the English 'there is/are; the structure i ai is the only Samoan way of indicating 'to have'. This is done using the possessive pronouns.

E i ai la'u uō....................	There is my friend. or: I have my friend. or: I have a friend.

The indefinite possessives are used in questioning and negative statements.

E i ai ni ou tuafāfine?..........	Do you have any sisters?
E leai sana tupe..................	He has no money.

NOTES ON LESSON TWENTY-EIGHT:

The names of most buildings (i.e. banks, hotels, hospitals, etc) are compounds of the word fale (house) and the function the house serves. In most cases the compound word is written as one word.

meli (mail)	Falemeli (Post Office)
'ie (cloth)	Fale'ie (tent)
puipui (to enclose)	Falepuipui (jail)
ta'avale (car)	Fale ta'avale (garage)

When showing possessive (to have) the tense markers are placed before i ai to determine the tense of the utterance.

E i ai la'u	I have a ....
Sa i ai la'u	I had a ....
'O le'ā i ai la'u	I will have a ....

This also applies to the other functions of i ai as well (existence and location).

Sa i ai le auala muamua	There was formerly a road.
'O fea sa 'e i ai	Where were you?

When expressing the negative, leai can be used with all the tense markers.

E leai sa'u	I have no ....
'Ua leai sa'u	I have no ....
'O lo'o leai sa'u	I have no ....
Sa/Na leai sa'u	I had no ....
'O le'ā leai sa'u	I will have no ....

There are alterntive structures for the past and present formed from the markers le'i and lē'o.

'O lo'o leai la'u	E lē'o i ai la'u	I have no ....
Na/Sa leai la'u	E le'i i ai la'u	I had no ....

NOTES ON LESSON TWENTY-NINE:

Lanu means colour. The colours green and blue in Samoan are compound words meaning 'the colour of unripe things' (lanumeamata), and 'the colour of the deep sea' (lanumoana). This type of colour description is true for a few other colours as well (lanumoli - orange, lanupiniki - pink) otherwise the word lanu is omitted before the other colours (mūmū - red).

Adjectives used attributively follow the noun they describe. Adjectives used predicatively are treated as verbs (i.e. they preceed the noun).

'O le fugālā'au samasama	The yellow flower.
E samasama le fugālā'au	Yellow is (the colour of) the flower.

Lenei, lenā, lelā are more formal than the demonstratives found in the first section of this book. The meanings are very similar to lea, lele, lale.

lenei	this (here)
lenā	that (there-close)
lelā	that (far away)

Dropping the le from each demonstratives gives the plural forms.

nei	these (here)
nā	those (there-close)
lā	those (far away)

Fa'apē'ī is another question word similar in meaning to fa'apēfea and fa'afefea. It's usually translated: 'how is it', 'what is it like'.

The Samoan equivalent of 'like this/that' follows the same pattern described for demonstratives above.

fa'apea/fa'apēnei	like this (here)
fa'apēnā	like that (there-close)
fa'apēlā	like that (there-distant)

These can be used for both singular and plural.

'Aumai se mea fa'apēnā.	Bring me something like that.
'Aumai ni mea fa'apea	Bring me some things like this.

Note that some of the colours have plural forms. This is true of many Samoan adjectives.

uliuli - ūli	black
pa'epa'e - papa'e	white
tele - tetele	great

NOTES ON LESSON THIRTY:

Gender is very important consideration when giving the names of the various members of a family unit. In English one word is usually sufficient to describe a family member, but in Samoan there are usually separate terms for the male and female. There is a complete kinship termnology list in the appendix, so a brief explanation here should be enough.

A man's son and daughter are ātali'i and āfafine respectively (from the words ali'i,fafine). A man's brother is uso and his sister is tuafafine. A man's wife is referred to as to'alua (also: āvā) A woman's son and daughter are called tama tama and tama teine respectively. Her sister is uso and her brother is tuagane. Her husband is called to'alua (also: tāne).
Tinā (mother) and tamā (father) are the same for both sexes as is fānau(child). Note also that fānau, tama teine, tama tama, āvā, and tāne, are all 'a' nouns rather than 'o' nouns as would normally be expected.

There are no comparative or superlative forms of adjectives in Samoan. (fast, faster, fastest). Comparison is formed using the phrase i lō together with the adjective and the two nouns being compared.

E vave le ta'avale i lō le pasi.	A car is faster than a bus.

Superlative is usually formed with the phrase sili ona (literally the highest or most), together with the adjectives.

E sili ona mamafa Toma	Tom is the heaviest.

Note that this structure would be more complete if Tom was compared to something (i.e. heaviest of whom?).

E sili ona mamafa Toma i lō lātou 'uma..Tom is the heaviest of them all.

There are slight variations of expressing both the comparative and superlative based on the above structures.
(i.e.)

'Ua puta Mele, 'ae pa'e'e Sina......... Mele is fatter than Sina.('ae - but)
E matua Mele iā Sina .... Mele is fatter than Sina.
E aupito lāpo'a Mele iā lātou 'uma.... Mary is the fattest of them all.

Some adjectives require iā in the comparative rather than i lō (as with matua above).

NOTES ON LESSON THIRTY ONE:

The words Ianuari, Fepuari, Aperila, and Faraile are sometimes pronounced with an 'l' in place of the 'r'.

When asking the question: What is this month?, The interrogative pronoun ai (who) is used. This is usually the case in questions concerning proper names of countries, villages, people and months. It is also possible to ask the same question using 'o le ā (what) with the names of the months.

'O le ā le māsina lenei? .... What is this month?

Lenei used in this lesson means 'now', te'a means past, and totoe (plural of toe) means remaining.

Stressing the last syllable of aso (day) changes the meaning to today (asō). Another way of saying this is: 'O lenei aso, or 'O le aso lenei.

Taeao means both tomorrow and morning.

The question in this lesson: What is your birthdate ('O le ā lou aso fānau?) can also be asked:

'O āfea lou aso fānau? .... When is your birthday?

NOTES ON LESSON THIRTY-TWO:

The Samoan day is divided into many more parts than the English day. The times below are relative to the seasons of the year, and it is possible that the names given will vary from person to person.

6 am - 12 pm:	taeao (morning).
12 pm - 2 pm:	aoauli (afternoon).
2 pm - 6 pm:	afiafi (late afternoon).
6 pm - 7 pm:	afiafipō (dusk-night).
7 pm - 12 pm:	pō (night).
12 pm - 6 am:	vaveao (early morning).

Anapō is the more common way of saying 'last night'. Note the prefix ana which gives the root word a past meaning.

anapō	last night .
anataeao	this morning (past).
anafea	when (past).

The word ananei is very common in everyday speech but is probably a relatively new word since many Samoans still use the word nei for the same meaning.

It is important to use the proper form of 'when' in Samoan. Āfea always refers to future, anafea to past.

NOTES ON LESSON THIRTY THREE:

Tala atu means 'beyond' or the other side of (as opposed to tala mai - 'this side of' or 'towards me') It is used in both the past and present to describe the day, week, month, or year before or after.

'O le aso tala atu taeao...	The day (beyond) after tomorrow.
'O le aso tala atu ananafi..	The day (beyond) before yesterday.
'O le māsina i tala atu 'o le māsina 'ā sau.	The month (beyond) after next.

The preposition i is used before tala atu in sentences where the subject word (aso, māsina, tausaga, etc) is repeated as in the example above with māsina but not in the first two sentences where aso is not repeated.

Note the word order in the questions using āfea and anafea. If the sentence begins with the adverb, the particle ai must follow the verb.

'O anafea na 'e sau ai?.....	When did you come?
Na 'e sau anafea?.......	When did you come?

'Ā sau is short for 'O le'ā sau.

'O le tausaga 'ā sau......	The year that will come.(next year).

Lea is often used to describe future as well as past time depending on the context.

'O le tausaga lea	Next year.
'O le tausaga lea	Last year.

* * *

WORK SHEET NUMBER FIVE

I. Translate these sentences to Samoan.

1. There are three days remaining.
2. I have no brothers.
3. I have two sisters.
4. Our father is in New Zealand.
5. What is your friend like?
6. Do it like this.
7. Bring something like that.
8. How old is your mother?
9. Who is older you or your sister?
10. The Samoan flag (fu'a) is red, white, and blue.

II. Make complete sentences from each group of words.

11. Tātou, momoe, nānei.
12. Ānafea, 'oulua, fa'atau?
13. 'Ou, sau, ananei.
14. Le'i, 'ai, analeilā, tama.
15. Mātou, toe fo'i (return), tausaga 'ā sau.
16. Oti, tamāloa, aso tala atu ananafi.
17. Samasama, lā (sun).
18. 'E, matamata, tīfaga, ananafi?
19. Fai, ananafi?
20. Āfea, fa'a'uma (finish), gāluega?

III. Write the question in Samoan, then answer in Samoan.

21. What is the date?

22. When is your birthdate?

23. What are the names of the twelve months?

24. What was last month?

25. What is the day after tomorrow?

26. What is the fourth day of the week?

27. When did you come to Samoa ?

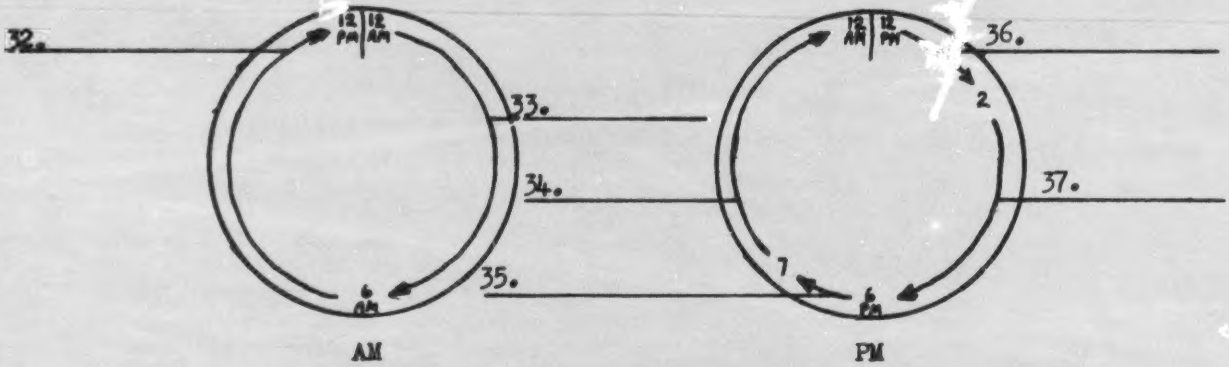
28. When will you return to America?

29. What did you do last night?

30. What did you eat earlier?

31. Where will you go later?

IV. Fill in the proper parts of the Samoan Day.


32.
12 PM
12 AM
33.
34.
6 AM
35.
AM
12 AM
12 PM
36.
2
37.
7
6 PM
PM

IV. Write sentences from these word groups.

Comparative:

38. Toma, 'umi, Sione. ____________________

39. Mele, poto, Sina. ____________________

40. Maile, fe'ai (fierce) pusi. ____________________

41. Amelika, tele, Samoa. ____________________

Superlative:

42. Mau'oa (rich), tagata Amelika. ____________________

43. Mativa (poor), tagata Initia (India). ____________________

44. Vave (fast), va'alele. ____________________

* * *

GIVING DIRECTIONS

THE WORLD MAP

WORDS OF DOUBT

NEGATIVE COMMANDS

SALUTATIONS AND ENCOURAGEMENT

SAMOAN GERUND AND INFINITIVE MOOD

PASSIVE VOICE

THE RELATIVE PARTICLE AI

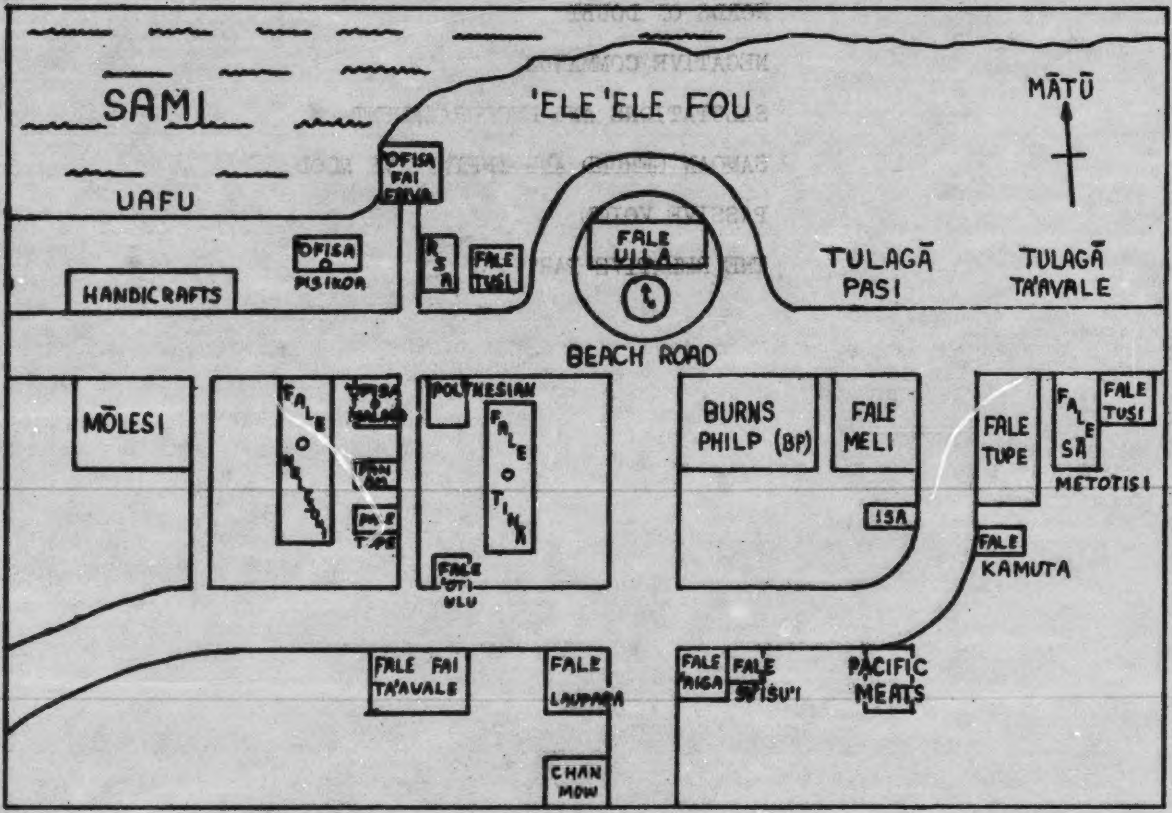
LESSON THIRTY-FOUR

TOPICS: Giving directions.

METHOD: Series drill.

MATERIALS:

A large wall map of a section of Âpia like the one below.


SAMI
UAFU
'ELE'ELE FOU
MĀTŪ
OFISA FAI ...
OFISA O PISIKOA
HANDICRAFTS
R S A
FALE TUSI
FALE VILA
TULAGĀ PASI
TULAGĀ TA'AVALE
BEACH ROAD
MŌLESI
FALE O
POLYNESIAN
FALE O TINA
FALE 'OTI ULU
BURNS PHILP (BP)
FALE MELI
ISA
FALE TUPE
FALE SĀ
FALE TUSI
METOTISI
FALE KAMUTA
FALE FAI TA'AVALE
FALE LAUPAPA
CHAN MOW
FALE AIGA
FALE SUISU'I
PACIFIC MEATS

TIME: 45 minutes.

THE LESSON

1. Introduce these words using the map. As an alternative, flashcards can be used with the Samoan words on one side and the English translation on the reverse.

taumatau - right (side)	tafatafa - next to
tauagavale - left (side)	i le vā - between
liliu - to turn	se'ia o'o - until (you) reach

alu sa'o (fa'asa'o) - to go straight
sopo'ia - to cross (a road)
fa'afeagai - opposite
tulimanu - corner

māgafā - four corner intersection
māgatolu - three corner intersection
i tai - seaward
i uta - inland
sasa'e - cast
sisifo - west

II. Using the map and tracing the directions with a finger, the teacher reads each sentence, explains its meaning with an action, and makes students repeat. Start at the x and proceed to the locations in questions.

(A) Mark and x at the falekamuta. Ask the question and make the students repeat. Teacher then says each sentence below with appropriate action. Students repeat. (Make sure the students can say each sentence easily before proceeding to the next).

(Q) E fa'apēfea ona 'ou maua le R.S.A.?	How can I find the R.S.A.?
(A) Savali i tai se'ia o'o i le Beach Road.	Walk seaward until (you) reach the Beach Road.
Liliu i lou tauagavale.	Turn to your left.
Savali sa'o se'ia o'o i le R.S.A.	Walk straight until (you) reach the R.S.A.
'O le R.S.A. e i le itū i tai i le vā o le faletusi ma le Ofisa o Pisikoa.	The R.S.A. is on the seaward side between the library and the Peace Corps Office.

Let all the students practice this drill. Remember that for each sentence the teacher must show an explanatory action using the map.

(B) Follow the same procedure as above. Place an x at the PAN AM office.

(Q) E fa'apēfea ona maua le falesā Metotisi?	How can I find the Methodist Church?
(A) Savali i tai se'ia o'o i le Beach Road.	Walk seaward until (you) reach the Beach Road.
Liliu i lou taumatau.	Turn to your right.
Savali sa'o se'ia o'o i le falesā.	Walk straight until (you) reach the church.
'O le falesā e i le itū i uta i le vā o le faletupe ma le faletusi Metotisi.	The church is on the inland side between the bank and the Methodist Bookshop.

Let all the students practice this drill.

(C) Follow the same procedure as before. Put an x at the Fishery's office.

(Q) E fa'apēfea ona 'ou maua le fale 'otiulu?	How can I find the barber's shop?
(A) Savali i uta ma sopo'ia le 'auala.	Walk inland and cross the road.

Savali sa'o se'ia o'o i le māgatolu.	Walk straight until (you) reach the three corners.
'O le fale 'otiulu lā e i le tulimanu i lou tauagavale.	The barber's shop is on your left corner.

Let all the students practice this drill.

(D) Follow the same procedure as before. Place an x at the Polynesian Office.

(Q) E fa'apēfea ona 'ou maua se taxi?	How can I find a taxi?
(A) Savali i sasa'e ma sopo'ia le māgatolu i luma o le uati.	Walk east and cross the three corners in front of the clock tower.
Savali sa'o se'ia o'o i le falemeli.	Walk straight until (you) reach the Post Office.
'O le tulagā taxi lā e fa'afeagai ma le fale meli.	The taxi stand is opposite the Post office.

(E) Follow the same procedure as before. Place an x at the Pacific Meats.

(Q) E fa'apēfea ona 'ou maua le 'Ofisa PAN-AM?	How can I find PAN-AM Office?
(A) Savali i sisifo ma sopo'ia le māgafā.	Walk west and cross the four corners.
Savali pea i sisifo se'ia o'o i le māgatolu.	Continue walking west until (you) reach the three corners.
Liliu i tai.	Turn seaward.
Savali sa'o se'ia o'o i le 'Ofisa PAN-AM.	Walk straight until (you) reach the PAN-AM office.
'O le 'Ofisa PAN-AM lā e i tafatafa o le faletupe.	The PAN-AM office is next to the bank.

Let all the students practice this drill.

III. Let the students construct their own questions and answers using the map. Remember that for each sentence they construct, an appropriate action must be performed with the map.

SUMMARY REVIEW

E fa'apēfea ona 'ou maua le R.S.A.?	How can I find the R.S.A.?
Savali i tai	Walk seaward
uta	inland
sasa'e	east
sisifo	west
Liliu i lou tauagavale.	Turn to your left.
taumatau	right

Savali se'ia o'o i le māgatolu.	Walk until you reach the three corners.
māgafā	four corners
Sopo'ia le auala.	Cross the street.
'O le faletupe lā e i tafatafa o le falemeli.	The bank is next to the Post Office.
'O le R.S.A. lā e i le vā o le ‘ofisa o Pisikoa ma le faletusi.	The R.S.A. is between the Peace Corps Office and the Library.
'O le tulagāpasi lā e fa'afeagai ma Burns Philp.	The bus stop faces (is opposite) Burns Philp.

LESSON THIRTY-FIVE

TOPIC: World map.

METHOD: Substitution and mimicry drills.

MATERIALS: A classic map of the world.

TIME: 45 minutes.

THE LESSON

I. Introduce these new words using the map.

atumu'u - country
'Ausetālia - Australia
Falani - France
Fiti - Fiji
Iāpani - Japan
Kānata - Canada

Lūsia - Russia
Niu Sila - New Zealand
Peritānia - Britian
Saina - China
Samoa - Samoa
'O le Unaite Setete - The United States.

vasa - ocean
Pāsefika - Pacific
'Atalani - Atlantic
'Initia - Indian
'Ātika - Artic
'Anetātika - Antartic

konitineta - continent
'Aferika - Africa
'Amelika - America
'Āsia - Asia
'Europa - Europe
'Ausetālia - Australia

II. The teacher models these drills, students substitute the underlined words. Use the map.

(A) 'O ai le atunu'u lea?	Who is (what 's) this country?
'O 'Ausetālia le atunu'u lenā.	That country is Australia.
Falani	France
Fiti	Fiji
etc	etc
(B) 'O ai le vasa lenei?	What is this ocean?
'O le Pāsefika le vasa lenā.	That ocean is the Pacific.
'Atalani	Atlantic
etc	etc

III. Introduce these words.

fa'afanua - map (point at the whole map)
matū - north (point to the top of the map)
saute - south (point to the bottom of the map)

sasa'e - east (point to the map's left)
sisifo - west (point to the map's right)
'ekueta -equator (point to the equator)

The teacher models these statements and questions, students repeat.

(A)	'O mātū o le fa'afānua.	North of the map.
	saute	South
	sasa'e	East
	sisifo	West
(B)	'O fea e i ai Samoa?	Where is Samoa?
	Niu Sila	New Zealand
	'Ausetālia	Australia
	Fiti	Fiji
	'O Samoa e i saute o le 'ekueta.	Samoa is south of the equator.
	Niu Sila	New Zealand
	etc.	etc.
(C)	'O fea e i ai Kānata?	Where is Canada?
	Lūsia	Russia
	le Unaite Setete	the United States
	'O Kānata e i mātū o le 'ekueta.	Canada is north of the equator.
	Lūsia	Russia
	le Unaite Setete	The United States
(D)	'O fea e i ai Saina?	Where is China?
	Iāpani	Japan
	'O Saina e i sisifo o 'Amelika.	China is west of America.
	Iāpani	Japan
(E)	'O fea e i ai Peretānia?	Where is Britian?
	Falani	France
	'O Peretānia e i sasa'e o 'Amelika.	Britian is east of America.
	Falani	France

IV. Teacher models these statements and questions, the students repeat. Introduce the following words.

itū - side	i le vā - in between

(A)	'O fea e i ai le Unaite Setete?	Where is the United States?
	Kānata	Canada
	'O le Unaite Setete e i le itū mātū ò'Amelika.	The United States is in the north of America.
	Kānata	Canada
(B)	'O fea e i ai Falani?	Where is France?
	Peretānia	Britian

'O Falani e i le itū i sisifo o'Europa.	France is in the west of Europe.
Peritānia	Britian

Continue in this manner for the other countries and continents.

(C) 'O fea e i ai le vasa Pāsefika?	Where is the Pacific Ocean?
'Atalani	Atlantic Ocean
'Initia	Indian Ocean
'O le vasa Pāsefika e i le vā o'Āsia ma 'Amelika.	The Pacific Ocean is between Asia and America.
'Atalani 'Amelika ma'Europa	Atlantic Ocean America and Europe.
'Initia 'Aferika ma'Ausetālia	India Africa and Australia
(D) 'O fea e i ai le kometineta o'Amelika?	Where is the continent of America?
'Āsia	Asia
'Europa	Europe
'Aferika	Africa
'Ausetālia	Australia
'O le konetineta o'Amelika e i le vā o le vasa Pāsefika ma le vasa 'Atalani.	The continent of America is between the Pacific and Atlantic.
'Asia o le vasa Pāsefika ma'Europa	Asia Pacific Ocean and Europe
'Europa o le vasa 'Atalani ma'Āsia	Europe Atlantic Ocean and Asia
'Aferika o le vasa 'Atalani ma le vasa 'Initia.	Africa Atlantic Ocean and Indian Ocean
'Ausetālia o le vasa Pāsefika ma le vasa 'Initia	Australia Pacific Ocean and Indian Ocean.

V. Let the students answer each other's questions using the map.

SUMMARY REVIEW

'O ai le atunu'u lea?	Who (what) is this country?
vasa	ocean
konetineta	continent
'O Niu Sila le atunu'u lea.	That country is New Zealand.
Fiti	Fiji
etc.	etc
'O Hawaii e i mātū o Samoa.	Hawaii is north of Samoa.
Toga saute	Tonga south
'Amelika sasa'e	America east
Niu Sila sisifo	New Zealand west
'O fea e i ai Falani?	Where is France?
'O Falani e i le itū i sisifo o le konetineta o'Europa.	France is in the west of Europe.
'O Falani e i le vā o Peretānia ma Siāmani.	France is between Britain and Germany.

LESSON THIRTY-SIX

TOPICS:

Words of doubt:

(a)	maybe	masalo
(b)	probably	'ātonu
(c)	probably not	'ailoga
(d)	to be likely	fa'amata
(e)	to suppose	matea

METHOD: Substitution drill.

MATERIALS:

A blackboard and flashcards for the new vocabulary.

masalo	maybe
māfutaga	gathering
'ātonu	probably
'ailoga	probably not
fa'amata	to be likely
matea	to suppose
sa'o	correct
sesē	wrong

TIME: 30 minutes.

THE LESSON

I. Masalo - maybe

Masalo e 'āmata le lotu i le tolu.	Maybe the church starts at three.
fono	meeting
ā'oga	school
māfutaga	gathering

Change e to past (sa/na) and then future ('o le'ā).

Masalo 'ou te toe fia 'ai nānei.	Maybe I'll be hungry again later.
i le aoauli	in the afternoon
i le afiafi	in the evening
i le pō	at night
taeao	tomorrow

Change 'ou to mā and mātou. Remember to change to the plural verb ('a'ai).

II. 'Ātonu - probably

'Ātonu sa timu analeilā.	It probably rained earlier.
ananafi	yesterday
anataeao	this morning
anapō	last night

'Ātonu e le'i timu analeilā.	It probably didn't rain earlier.
etc	etc

'Ātonu 'e te ita i le maile sa 'aia lou vae.	Your probably mad at the dog that bit your leg.
lou lima	hand
lou uso	brother
lau uō	friend

Change to the past tense (sa/na).

III. 'Ailoga - probably not, I don't think ....

'Ailoga e ulaula le tama'ita'i.	I don't think the lady smokes.
inu pia	drinks beer
siva	dances
faigāluega	works

Change to plural (tamā'ita'i). Remember to change to plural verb forms (ūlaula, feinu, sisiva).

'Ailoga e sau le pasi.	I don't think the bus is comming.
va'a	boat
va'alele	plane
tama	boy

Change the tense to 'ua, sa, 'ā ('o le'ā), and 'o ('o lo'o).

IV. Fa'amata - what do you think, to be likely.

Fa'amata e timu taeao?	Do you think it will rain tomorrow?
laofie	be sunny
vevela	be hot

Change to future tense ('o le'ā or 'ā).

Fa'amata 'e te sau?	Do you think you will come?
ta'alo	play
tafao	roam about
malaga	travel
galue	work

Change 'e to lua and tou. Remember to use the plural verb forms (ōmai, tā'a'alo, tāfafao, gālulue).

V. Matea - (I) suppose.

'Ou te matea 'e te sa'o.	I suppose you are right.
iloa	know
sesē	are wrong
pepelo	are lying

Change 'e to lā and lātou.

'Ou te matea 'e te lē sa'o.	I suppose your not right.
iloa	you don't know
sesē	your not wrong
pepelo	your not lying

Change to past tense (sa).

VI. Students take turns asking questions and replying using the above structures. If the students wish to know any new vocabulary words the teacher must write the new words on the blackboard as the students ask for them.

LESSON THIRTY-SEVEN

TOPICS

(a) Negative commands.
(b) Common vices.
(c) Reported speech.

METHOD: Substitution drill.

MATERIALS

A blackboard and flashcards for the new vocabulary.

pepelo	lie	misa	quarrel
gaoi	steal	palauvale	cursing
fiapoto	conceit	'aua	don't
ulavale	mischieves	sōia	desist
faitala	gossip	sā	forbidden
tāofi	stop	pisa	noise
fai	to say	fa'alogogatā	disobedient
pa'ō	to clash about.		

TIME: 30 minutes.

THE LESSON

I. 'Aua - don't

One student says:	Another student asks:	Another student answers:
'Aua le pepelo!	'O le ā lana tala?	Na fai mai e 'aua le pepelo.
gaoi		gaoi
fiapoto		etc
faitala		
fusu		
palauvale		
pisa		
Don't lie!	What did he say?	He said don't lie.
steal		etc
be conceited		
be mischievous		
gossip		
fight		
curse		
be noisy		

'Aua 'e te pepelo! etc	'O le ā lana tala?	Na fai mai e 'aua le pepelo. etc
Don't lie! etc	What did he say?	He said don't you lie. etc

Change 'e to lua and tou. Remember to change to the plural verb form (gāoi, fīapopoto, ūlavavale, fāitatala, fufusu, pālauvale).

II. Sōia - desist, stop.

One student says:	Another student asks:	Another student answers:
Sōia le pepelo! fiapoto palauvale pa'ō pisa fa'alogogatā	'O le ā le tala a Simi?	Na fai mai Simi e sōia le pepelo. etc
Stop lying! being conceited cursing being noisy being disobedient	What did Jim say?	Jim said to stop lying. etc
Sōia 'e te pepelo! etc	'O le ā le tala a Simi?	Na fai mai Simi e sōia 'e te pepelo. etc
You stop lying! etc	What did Jim say?	Jim say for you to stop lying. etc

Change 'e to lua and tou. (fa'alogogatā - fa'alogogatatā).

III. Sā - forbidden

'Ua sā ona pepelo. pisa gaoi inu pia ulaula	Na fai mai e ā?	Na fai mai 'ua sā ona pepelo. etc
It's forbidden to lie. make noise steal drink beer smoke	What did (he) say?	(He) said it's forbidden to lie. etc
'Ua sā le pepelo. etc	Na fai mai e ā?	Na fai mai 'ua sā le pepelo.
Lying is forbidden. Etc	What did (he) say?	(He) said that lying is forbidden. etc

IV. Tāofi - stop, halt.

Tāofi le pasi! fono siva ta'avale.	Na fai mai e ā Simi?	Na fai mai Simi e tāofi le pasi. etc
Stop the bus! meeting dance car	What did Jim say?	Jim said to stop the bus. etc
'Aua 'e te tāofia le pasi! etc	Na fai mai e ā Simi?	Na fai mai Simi e 'aua 'e te tāofia le pasi! etc
Don't you stop the bus! etc	What did Jim say?	Jim said for you not to stop the bus! etc

Change 'e to lua and tou.

V. Students take turns making up statements and using reported speech. All new vocabulary should be written on the blackboard.

LESSON THIRTY-EIGHT

TOPICS

(a)	well wishing	manuia
(b)	congratulations	mālō
(c)	thanks	fa'afetai

METHOD: Substitution drill.

TIME: 30 minutes.

THE LESSON

I. Manuia - well wishing

Manuia le malaga!	Have a happy trip!
Kilisimasi	Christmas
Tausaga Fou	New Year
aso fānau	birthday
fa'amuli	stay behind
asō	day
pō	night

Change to the possessive form (i.e. lau/lou: Manuia lau malaga!).

II. Mālō - congratulations

Mālō le lāuga!	Congratulations on the (good) speech!
soifua	life
siva	dance
sausaunoa	entertainment
fa'auli	driving
ta'alo	playing
galue	working
taumafai	trying
malaga	trip

Change to:

Mālō lava le lāuga!	Much congratulations on the good speech!
etc	etc

III. Fa'afetai - thanks

Fa'afetai le agalelei!	Thanks for the kindness!
alofa	love
fautua	advice
fa'aāloalo	politeness
gāsese	cooking
tāpua'i	support
kuka	cooking

Fa'afetai i lo tou agalelei!	Thanks for your (pl) kindness!
lo tou alofa	love
la tou fāutuaga	advice
la tou fa'aāloalo	politeness
la tou gāsesega	cooking
la tou tāpua'iga	support
la tou kuka	cooking

Fa'afetai mo le meaalofa!	Thanks for the gift!
meataumafa	food or drink
mea'ai	food
āvanoa	chance
āsiasiga	visit

IV. One student gives the salutation, another the response.

Mālō le soifua!	Mālō fo'i le soifua!
Mālō le fa'auli!	Mālō fo'i le tāpua'i (support)!
Fa'afetai āsiasi mai(visit)!	Fa'afetai fo'i susū mai (come)!
Manuia le asō!	'Ia, manuia fo'i le asō!
Mālō lava le galue!	Mālō fo'i le tāpua'i!

V. The teacher says the words below. Students add either manuia, mālō or fa'afetai.

..........le malaga

..........le alofa

..........le pese

..........le fesoasoani

..........le asō

..........le fa'auli

..........le soifua

..........le gāsese

..........le sāusaunoa

..........Kilisimasi

LESSON THIRTY-NINE

TOPICS

Samoan infinitives and gerunds with ona.

(a) It is possible to go .... E mafai ona alu.

(b) It is proper to speak ...... E tatau ona tautala.

(c) Is smoking permitted? ...... E taga ona ulaula?

(d) Have you been long in coming? ......'Ua leva ona 'e sau?

METHOD: Substitution drill.

MATERIALS: Blackboard.

TIME: 45 minutes.

THE LESSON

I. Mafai - to be possible, able.

E mafai ona 'ou nofo i'inei?	Is it possible for me to sit here?
'inā	there
'ilā	there
'ō	there
'ī	here
'ole	there
'ile	there

Change 'ou to mā and mātou (pl. nonofo).

E lē mafai ona 'e nofo i'inei.	It's not possible for you to sit here.
'ina	there
etc.	etc

Change 'e to lua and tou.

E mafai ona inu le mea lenā?	Is it possible to drink that?
'ai	eat
lamu	chew
folo	swallow
'ati	bite
fa'amalū	digest

E lē mafai ona inu le mea lenā.	It isn't possible to drink that.
etc	etc

II. Tatau - to be proper, fitting, should.

'Ua tatau ona 'ou alu i le lotu.	It is proper for me to go to the service.
ā'oga	school
fono	meeting
fa'amāvaega	going away party
'aiga	feast

Change 'ou to lā and lātou. (plural of alu - ō).

E lē tatau ona 'e alu i le lotu.	It's not proper for you to go to the service.
ā'oga	school
etc.	etc.

Change to:

E lē tatau ona ia alu i le lotu.	Its not proper for him to go to the service.
etc.	etc.

Sa tatau ona tautala.	It was proper to speak.
pese	sing
siva	dance
moe	sleep
E le'i tatau ona tautala.	It wasn't proper to speak.
etc	etc

III. Taga - to be permitted.

'Ua taga ona ulaula?	Is smoking permitted?
inu pia	drinking beer
siva	dancing
tautala	talking
E lē taga ona ulaula.	Smoking is not permitted.
etc	etc
E taga ona mā ō i le tīfaga?	Are we permitted to go to the movie?
fusu'aga	boxing
fono	meeting
siva	dance
E lē taga ona lua ō i le tīfaga.	Its not permitted for you (2) to go to the movie.
etc.	etc.

IV. Leva - to be a long time.

'Ua leva ona 'e sau i Samoa?	Has it been long for you to come to Samoa?

nofo faigāluega taunu'u	stay in work in arrive in
E le'i leva ona 'ou sau 'i Samoa.	It hasn't been long for me to come to Samoa.
etc	etc
'Ua leva ona mā māsani.	It's been a long time for us to be be acquainted.
uō ōmai fa'atali tālanoa	be friends come be waiting be talking
'Ua leva ona tū'ua le ā'oga?	Has the school been over for a long time?
fono lotu māfutaga	meeting service gathering
Leai, e le'i leva ona tū'ua le ā'oga.	No, it hasn't been long since school was over.
etc	etc

V. Students take turns making up questions and answers using the structures in this lesson. All new vocabulary should be written on the blackboard.

LESSON FORTY

TOPIC: Passive voice.

METHOD: Transformation drills.

MATERIALS:

Flashcards for the new vocabulary and a blackboard.

fana	to shoot	fau	to build	fa'afefe	to scare
fafaga	to feed	fa'afou...	to repair	sasa	to beat
tuli	to chase	talepe ...	to break	ta'e	to break
maua	to find	fasi	to beat	fufulu	to clean
sāuni	to prepare	su'e	to look for	fa'aaogā	to use
ote..........	to scold			tipi...........	to cut

TIME: 45 minutes.

@@ THE LESSON @@

I. The teacher models the sentences in both active (left margin) and passive (right margin). Students repeat. Repeat the drill saying only the active sentence, the students transform it into passive voice.

(A)

'O le tama na fanaina le pua'a.	Na fana le pua'a e le tama.
fafagaina	fafaga
tulia	tuli
taoa	tao
mauaina	maua

The boy shot the pig.	The pig was shot by the boy.
fed	fed
chased	chased
baked	baked
found	found

(B)

Tātou te fa'ataua le mea'ai.	E fa'atau le mea'ai e tātou.
faia	fai
'aia	'ai
sāunia	sāuni

We buy the food.	The food is bought by us.
fix	fixed
eat	eaten
prepare	prepared

(C) 'Ua lātou fauing le fale.	'Ua fau le fale e lātou.
fa'afouing	fa'afou
talepeina	talepe
They are building the house.	The house is being built by them.
repairing	repaired
breaking up	broken up

(D) 'O le'ā lātou fasia 'oe.	'O le'ā fasi 'oe e latou.
su'ea	su'e
'otegiaina	'ote
They will beat you.	You will be beaten by them.
look for	looked for
scold	scolded

(E) 'O ai na fa'afefeina le pepe?	Na fa'afefe e ai le pepe?
sasaina	sasa
mauaina	maua
Who frightened the baby?	The baby was frightened by who?
beat	beaten
found	found

II. The teacher first models both the questions and answers. Students repeat. The teacher then asks the questions and students answer.

(A) 'Ua tapuni le fa'amalama?	Leai, e le'i tapunia.
tatala	tatalā
ta'e	taeia
fufulu	fufulua
Is the window shut?	No, it hasn't been shut.
open	open
broken	broken
cleaned	cleaned

(B) 'Ua fai le mea'ai?	Leai, e le'i faia.
'ai	'aia
sāuni	sāunia
Was the food fixed?	No, it hasn't been fixed.
eaten	eaten
prepared	prepared

(C)	'O ai na fa'aogāina lo'u 'ofu?	Na fa'aogā e Simi lou ofu.
	sasaeina	sasae
	tipia	tipi
	gaoia	gaoi
	Who used my clothes?	Your clothes were used by Jim.
	tore	tore
	cut	cut
	stole	stolen

III. The teacher writes these word lists on the blackboard. Students take turns making up sentences in either active or passive voice. When a students says his sentence, the rest of the class transforms it into the other voice.

VERBS		
a'a	a'asia	(to kick)
a'e	a'ea	(to ascend)
'amata	'amatā	(to start)
fa'afefe	fa'afefea	(to scare)
gaoi	gaoia	(to steal)
fufulu	fufulua	(to wash)
fana	fanaina	(to shoot)
fai	faia	(to do, to say)
maua	mauaina	(to find)
'ote	'otegiaima	(to scold)
sae	saea	(to tear)
soli	solia	(to break laws)
togi	togia	(to throw)
tuli	tulia	(to chase)

NOUNS	
aitu	(ghost)
ā'oga	(school)
fono	(meeting)
ipu	(dishes)
lupe	(dove)
ma'a	(rock)
mauga	(mountain)
'ofu	(garment)
lima	(hand, arm)
pepe	(baby)
tupe	(money)
teine	(girl)
tala	(story)
nu'u	(village)
taui	(reward)
tulāfono	(law)
niu	(coconut tree)

LESSON FORTY-ONE

TOPIC: The relative particle ai.

METHOD: Substitution/transformation drills.

MATERIALS

Flashcards for the new vocabulary and a blackboard.

'ino'ino - to hate
naifi......knife
salu.......broom
'ili......fan
tete'a....divorce

lama.......night fishing
teutusi....envelope
fa'ailoga..stamp
tī'eti'e...to ride
fa'amau....engage

TIME: 45 minutes.

THE LESSON

I. WHERE. The teacher models the first few sentences in each drill. Students repeat. The teacher then says only the underlined word and the students substitute into the sentence and transform the sentences according to the pattern.

(A) 'O le fale.	'E te alu i le fale?	'E te alu i ai?
tīfaga	tīfaga	'E te alu i ai?
siva	siva	'E te alu i ai?
lotu	lotu	'E te alu i ai?
The house.	Are you going to the house?	Are you going to it?
movie	movie	Are you going to it?
dance	dance	Are you going to it?
service	service	Are you going to it?

(B) 'E te alu i le fale?	'Ioe, 'ou te alu i ai.
tīfaga	Leai, 'ou te lē alu i ai.
siva	'Ioe, 'ou te alu i ai.
lotu	Leai, 'ou te lē alu i ai.
Are you going to the house?	Yes, I'm going to it.
etc	No, I'm not going to it.

(C) 'O fea 'e te alu i ai?	'Ou te alu i le fale.
(repeat)	tīfaga
	etc
Where are you going to?	I'm going to the house.
	movie
	etc

II. WHO Follow the same procedure as before.

(A) 'O Mele. (repeat with students' names)	'E te alofa iā Mele? 'ino'ino fesoasoani fiafia	'E te alofa i ai? 'ino'ino fesoasoani fiafia
Its Mary.	Do you love Mary? hate help like	Do you love her? hate help like

(B) 'E te alofa iā Mele? 'ino'ino fesoasoani fiafia	'Ioe, 'ou te alofa i ai. Leai, ou te lē 'ino'ino i ai. 'Ioe, 'ou te fesoasoani i ai. Leai, 'ou te lē fiafia i ai.
Do you love Mary? hate help like	Yes, I love her. No, I don't hate her. Yes, I help her. No, I don't like her.

(C) 'O ai 'e te alofa i ai? 'ino'ino fesoasoani fiafia	'Ou te alofa iā Mele. 'ino'ino fesoasoani fiafia	'O Mele 'ou te alofa i ai. 'ino'ino fesoasoani fiafia
Who do you love? hate help like	I love Mary. hate help like	Mary, I love her. hate help like

III. WHAT/WHICH Follow the same procedure as before.

(A) 'O le naifi. salu 'ili teutusi fa'ailoga	'E te mana'o i le naifi? salu 'ili teutusi fa'ailoga	'E te mana'o ai? (repeat)
The knife. broom fan envelope stamp	Do you want the knife? broom fan envelope stamp	Do want it? (repeat)

(B) 'E te mana'o i le naifi? salu 'ili teutusi fa'ailoga	'Ioe, 'ou te mana'o i ai. Leai, 'ou te lē mana'o ai. 'Ioe, 'ou te mana'o ai. Leai, 'ou te lē mana'o ai. 'Ioe, 'ou te mana'o ai.

Do you want the knife?	Yes, I want it.
broom	No, I don't want it.
etc	etc
(C) 'O le ā le mea 'e te mana'o ai?	'O le naifi (le mea 'ou te mana'o ai).
	etc
What thing do you want (it)?	The knife (is the thing I want it).
	etc

IV. **WHEN**. Follow the same procedure as before.

(A) Na 'ou moe anapō.	'O anafea na 'e moe ai?	'O anapō na'ou moe ai.
lama	lama	lama
eva	eva	eva
ma'i	ma'i	ma'i
I slept last night.	When did you sleep (at)?	I slept (at) last night.
fished	fish	fished
roamed	roam	roamed
was sick	When were you sick (at)?	was sick

(B) 'O āfea e fai ai le pātī?	'O taeao lava e fai ai!
fusu'aga	'O taeao lava e fai ai!
fa'amasinoga	'O taeao lava e fai ai!
When will the party be held?	It will be held tomorrow!
boxing	(repeat)
courtcase	

V. The teacher models a few sentences. Students repeat. The teacher then says only the first sentence and the students transform it using the particle ai.

(A) Na 'ou sau i le va'alele.	'O le va'alele na 'ou sau ai.
pasi	pasi
pikiapu	pikiapu
I came in a plane.	The plane is what I came in.
bus	bus
pick-up	pick-up
(B) 'Ou te fiafia i le pālusami.	'O le pālusami 'ou te fiafia i ai.
palolo	palolo
fa'apāpā	fa'apāpā
I like pālusami.	Pālusami is (what) I like.
palolo	Palolo
fa'apāpā	Fa'apāpā
(C) Na lā fa'aipoipo anafea?	'O anafea na lā fa'aipoipo ai?
tēte'a	tēte'a
fa'amau	fa'amau

When were they married?	When were they married at?
divorced	divorced
engaged	engaged
(D) Tou te fia ō i fea?	'O fea tou te fia ō i ai?
malaga	malaga
tī'eti'e	ti'eti'e
You want to go where?	Where do you (pl) want to go to?
travel	travel
ride	ride

V. Let the students make up their own sentences for the rest of the class to transform using ai.

REVIEW DRILLS FIFTEEN AND SIXTEEN

TOPICS: Directions and World map.

METHOD: Situational Re-enforcement.

MATERIAL:

A large map of the world and a map of Apia like that used in Lesson 34.

TIME: 30 minutes each drill.

THE DRILLS

I. **Direction Drill:** The teacher gives each student a slip of paper with two map locations written on it. Each student takes a turn directing another student from one location (i.e. falemeli) to the other (i.e. R.S.A.) using the map. Student should use the structures from Lesson 34.

II. **World Map Drill:** The teacher directs the students in the game of 'Where am I?'. One person stands before the map and says: 'Where am I?'. The other students ask questions in turn that elicit a 'Yes' or 'No' answer. A 'Yes' answer merits the student another question. When a 'No' answer is received the next student asks the questions. The person can be a country, ocean or continent. Use the structures from Lesson 35.

(i.e.)

PERSON:	'O fea e i ai a'u?	Where am I?
STUDENT 1:	'E te i Saute o le'Ekuata?	Are you south of the equator?
PERSON:	'Ioe.	Yes.
STUDENT :1.	'E te i sisifo o 'Amelika?	Are you west of America?
PERSON:	'Ioe.	Yes.
STUDENT 1:	'E te i 'Amelika?	Are you in America?
PERSON:	Leai.	No.
STUDENT 2:	'E te i le vā o 'Amelika ma 'Afelika?	Are you between America and Africa?
PERSON:	'Ioe.	Yes.
STUDENT 2:	'E te i le vasa 'Atalani?	Are you in the Atlantic Ocean?
PERSON:	'Ioe.	Yes.

The student who guessed correctly now comes to the map and answers the questions.

REVIEW DRILL SEVENTEEN

TOPIC: Use of infinitives and gerunds.

METHOD: Substitution drills.

TIME: 30 minutes.

THE DRILLS

The teacher models the drill, students repeat. The teacher then says only the underlined word(s) and the students substitute.

I. 'Ou te fa'amoemoe 'ou te alu.	I hope to go.
toe fo'i i 'Amelika.	return
maua le fa'ailoga	get the prize.
'Ou te fia alu.	I want to go.
toe fo'i i 'Amelika.	return to America.
maua le fa'ailoga.	get the prize.
E mafai ona 'ou alu.	It is possible for me to go.
toe fo'i i 'Amelika.	return to America.
maua le fa'ailoga.	get the prize.
II. 'Ou te lē mana'o 'e te ulaula.	I don't want you to smoke.
palauvale mai	curse at me.
sau so'o	come a lot
tilotilo mai.	look at me.
'Ou te lē fiafia i lou ulaula.	I don't like your smoking.
palauvale mai.	cursing at me.
sau so'o	always comming.
tilotilo mai.	looking at me.
E lē tatau ona 'e ulaula.	It isn't proper for you to smoke.
palauvale mai	curse at me
sau so'o	come a lot
tilotilo mai	look at me
III. E le'i alu (ia) e gāsese le mea'ai.	(He) didn't go to prepare the food.
'āmata le gāluega.	start the work.
fafaga pua'a.	feed the pigs.
eva anapō.	roam last night.
E le'i fia gāsesea(e ia) le mea'ai.	(He) didn't want to prepare the food.
'āmatā gāluega.	start the work.

E le'i fia fafagā (e ia) le pua'a.	(He) didn't want to feed the pigs.
eva ('o ia) anapō	roam last night.
'Ua sā ona ia gāsese le mea'ai.	Preparing the food by him is forbidden.
'āmatā le gāluega	Starting the work
fafagā pua'a	Feeding the pigs
eva.	Roaming about
IV. Mā te ō e fa'atali se pasi.	We went to wait for a bus.
mātamata i le tū'uga	watch the race.
fa'alogologo i le lāuga	listen to the speech.
tātā kītala	play guitars
'Ua mā fia maua se pasi.	We went to get a bus.
mātamata i le tū'uga.	watch the race.
fa'alogologo i le lāuga	listen to the speech
tātā kītala	play guitars
'Ua leva ona mā fa'atali i se pasi.	It's been a long time for us to wait for a bus.
mātamata i le tū'uga.	watch the race
fa'alogologo i le lāuga.	listen to the speech
tātā kītala	play guitars

REVIEW DRILL EIGHTEEN

TOPIC: Passive voice.

METHOD: Combination drills.

MATERIALS: Blackboard.

TIME: 30 minutes.

THE DRILL

The teacher writes these 10 word sets on the board. The students take turns forming complete sentences from them in both active and passive voice.

(i.e.)

tatala, fale'oloa, tamāloa.	open, store, man .
Na tatala le fale'oloa e le tamāloa.	The store was opened by the man.
'O le tamāloa na tatalaina le fale'oloa.	The man opened the store.

The sentences:

1.	faitau, tusi, tamaā'oga.	read, book, schoolboy.
2.	'ave, pasi, Simi.	drive, bus, Simi.
3.	tago, tupe, pepe.	touch, money, baby.
4.	a'oa'o, Gagana Samoa, papalagi.	learn, Samoan Language, foreigner.
5.	foa'i, meaalofa, teine.	return gift, girl.
6.	fa'avela, mea'ai, lo'omatua.	cook, food, old woman.
7.	lafo, tusi, Pita.	mail, letter, Pita.
8.	fa'aleaga, letiō, tama ulavale.	ruin, radio, mischevious boy.
9.	fa'atau, ta'avale, matai.	buy, car, chief.
10.	teu, fale, fafine.	arrange, house, woman.

GRAMMAR REVIEW SIX

NOTES ON LESSON THIRTY FOUR:

The most common directional terms in Samoan are seaward (tai) and inland (uta). Unless the object being located is described in reference to some other object (next to, behind, etc), the words above are preferred over left, right, east, west, etc. This is even true miles inland where the sea is not visible but its direction is known.

The question used in these drills (E fa'apēfea ona 'ou maua le R.S.A.? etc) can be asked other ways but the one above will usually elicit directions rather than location of the place in question.

'O fea le R.S.A.? ....Where is the R.S.A.?

'O lā e i tafatafa o le faletusi...Its next to the library.

Se'ia o'o is a commonly used idiom for 'until reaching.'

Fa'atali se'ia o'o i le lima......Wait until it reaches 5 (o'clock).

The word liliu (turn) is properly applied to people. There are two other important words meaning turn.

Afe is normally use for vehicles or when the turn is a change of normal direction.

Afe i le isi 'auala............... Turn off on the other street.

Fa'asaga is used to mean face a direction.

Fa'asaga mai!.................... Turn (face) to me!

The words māgafā and māgatolu are derived from the root word māga meaning 'fork or branch' Thus the word māgafā means the point of four branches (roads), and māgatolu the point of three branches. In Samoan, one would refer to the next four road branch (māgafā)rather than 'the next road.'

The phrase 'is facing ' in Samoan uses the word 'with' (ma) where in English one would not normally use a preposition.

'O lā e fa'afeagai ma le faletupe..It's facing the bank.

Vā means space between. This is a common idiom that is applied to almost any subject.

'O le vā o ou taliga............. The space between your ears.

NOTES ON LESSON THIRTY-FIVE:

Notice the use of the phrase 'o ai rather than 'o le ā when referring to countries, oceans, etc.

'O ai lou atunu'u?................Who (what) is your country?

The student should be aware by now that 'o ai is used in reference to most proper nouns rather than 'o le ā (what).

The demonstrative pronoun (lā)of Lesson 11, is not used when locating these geographical terms with the map.

'O Fiti e i saute o le 'ekueta.... Fiji is south of the equator.
'O Simi lā e i fafo.............. Jim is outside.

Note also the use of the phrase e i ai (is) in the question:

'O fea e i ai Kānata? .... Where is Canada?

This can also be asked with the 'o lo'o tense marker.

'O fea 'o i ai Kānata?............ Where is Canada?

The four compass points can be used as nouns, adjectives or adverbs in Samoan. As a noun, they take the particle 'o, as adjectives they take the preposition i and follow the noun; and as adverbs they take the preposition i and follow the verb or word they modify.

'O mātū o Samoa .... The north of Samoan. (noun)
'O Samoa i Sisifo .... Western Samoa. (adjective)
Na 'ou malaga i saute o Samoa. I travelled south of Samoa. (adverb)

The student should note that the last syllable of some of the directional words are stressed to expresss greater distance.

utā	far inland
sisifō	far west

Similarly, the prefix ga is joined to certain words to express short distances.

gātai	a little towards the sea.	
gā'uta.........................	a little inland.	
gāga'e	a little to the east.	(infrequent)
gāgaifo	a little to the west.	(infrequent)

Churchward notes that the word sasa'e is derived from a'e (up) and sisifo from ifo (down) referring to the rising and setting of the sun in the east and west.

NOTES ON LESSON THIRTY-SIX:

Masalo in this lesson can be used as a verb, adverb or noun.

'Ou te masalo 'ua alu le tama... I think the boy has gone. (verb)
Masalo 'ua alu le tama.......... The boy has probably gone. (adverb)
'O la'u masalo, 'ua alu le tama. My opinion is the boy has gone.(noun)

The adverb 'ātonu is an idiom which is probably derived from the words 'ā (future) and tonu (to be agreed or decided). 'Ātonu begins the sentence.

'Ātonu lā te ōmai taeao......... They will probably come tomorrow.

'Ailoga is another idiom that may well be a combination of the words 'ā (future) and 'iloga (from ta'ilo - I don't know)

'Ailoga e sau le pasi ....The bus probably won't come.

Fa'amata comes from the root mata (to look like or have the appearance of being). It normally translates with the word 'you' understood.

Fa'amata 'ua 'uma le lotu?........Do you think the service has ended?

Matea is the 'passive' form of the verb mate (to guess). The position of mate in the sentence many times determines the form that should be used. (See notes on Lesson 23 related to Samoan Passive Voice).

'Ou te matea e tatau ona 'ou alu.I suppose I should go.

Mate mai lo'u igoa...............Guess my name.

NOTES ON LESSON THIRTY-SEVEN:

'Aua and sōia are very close in meaning. 'Aua generally commands that an action not take place while sōia puts a stop to an action that has already started. In some situations however either could be used interchangably ('aua le pisa/sōia le pisa) Both 'aua and sōia can be used three ways:

(1) With the indefinite indicative (e/te tense and dependent pronoun).

'Aua tou te pepelo .... Don't you (pl) lie.

(2) With the definite article le in a gerund form.

Sōia le pisa .... Stop making noise.

(3) With ne'i (lest) with or without a pronoun. This construction is not very common.

'Aua lava ne'i 'e tautala........Don't you talk.

Sā can be used with ona or the definite article le to form the infinitive mood or gerund of the main verb. See Notes on Lesson 39 for an explanation of this.

'Ua sā ona palauvale............ It's forbidden to curse.
'Ua sā le palauvale............. Cursing is forbidden.

Tāofi means stop and is normally used with nouns where as 'aua and sōia are used with verbs.

Tāofi le tama!.................. Stop the boy!
'Aua le alu se'i laofie......... Don't go until its sunny.

The student should note that the particle fia can be prefixed to several verbs to give negative character trains as in poto (clever) - fiapoto (trying to put on cleverness). Some common examples are:

fiasili .... trying to be a big shot.
fiasioa .... trying to show off.
fiatagata .... being a snob.
fiamālosi....................... showing off strength.

NOTES ON LESSON THIRTY-EIGHT:

Manuia and Mālō are general words of good wishes and congratulations. Manuia is used before the event and mālō during or after the event. Mālō is also a common word of greeting used almost in the same light as tālofa but with a implied congratulations on arriving.

Note that both mālō and manuia are used with the definite article le (or it's possessive counterparts - la'u, lo'u, etc) and thus when used with a verb they form a gerund.

Mālō le ta'alo!	Good playing!

The word fa'afetai (thank you) is used frequently in many formal expressions of thanks. The preposition mo (for) is used primarily for objects or nouns and the preposition i usually preceeds the possessive pronouns when they are used.

Fa'afetai le fa'aāloalo	Thanks (for) the politeness.
Fa'afetai mo le meaalofa	Thanks (for) the gift.
Fa'afetai i lou alofa	Thanks (for) your love.

The student should note that every salutation, politeness, congratulation , or encouragement demands a similar reply in the Samoan custom. Sometimes the reply is identical with the salutation with the addition of fo'i (also) or lava (much), while in other cases a complementary response is required.

Two people working:

Mālō le galue!	Good working!
Mālō fo'i le galue!	Good working also!

Only one working:

Mālō le galue!	Good working!
Mālō le tāpua'i!	Good resting!

NOTES ON LESSON THIRTY-NINE:

The four words in this lesson (mafai, tatau, taga, and leva) are very common auxillary verbs used to form the Samoan gerund or infinitive mood. All of these words normally take the particle ona between them and the main verb to give the English gerund or infinitive of that verb. It should be evident that there is much interchangeability between gerunds and infinitives in Samoan formed with ona.

E taga ona ulaula	It's permissable to smoke. Smoking is permitted.
E mafai ona alu	It's possible to go. Going is possible.

There are other ways of expressing gerunds and infinitives besides the use of ona.

(1) E. Use of this particle before the second verb creates the infinitive mood.

Na 'ou fai atu i le tama e sau.. I told the boy to come.

(2) Indefinite indicative (e/te tense). Repetition of the pronoun with e/te tense marker also gives the infinitive mood.

Na 'ou alu 'ou te fāgota........ I went to fish.

(3) I . Use of the preposition i sometimes follows certain verbs. (musu, poto, mā, māsani, fefe, a'oa'o) to give both the infinitive and gerund.

'E te fefe i fusu?........... Are you afraid to fight?
E māsani le tama i le lama..... The boy is used to night fishing.

(4) Fia prefixed to verbs creates a simple infinitive.

'E te fia tā'ele? .... Do you want to bathe?

(5) Le, the definite article (and its possessive counterparts) may be prefixed to the verb to give the gerund.

'Ua 'uma le siva ....The dancing is finished.
E lē lelei lana ta'alo ....His playing isn't good.

Review Drill 17 contains more examples of these different structures.

NOTES ON LESSON FORTY:

The distinction between active and passive voice as related to the verbal endings (a, ina, ia, fia, gia, lia, etc) has long been disputed, and to date has not been completely resolved. It was originally thought that these endings had the effect of changing a verb from 'active' to 'passive' form. It has been demostrated however that this is not always the case in Samoan, and many examples can be found in which the suffixes are present but the sentence cannot be easily shown to be passive, or is in fact active. None of the existing texts on Samoan Language (See Bibliography) agree on the actual function of these endings but Milner in his Samoan Dictionary seems to have the most reasonable explaination. He writes, in part:

> "...the distinction between active and passive... is largely meaningless, since it is alien to the structure of Samoan Language. The difference between the presence or absence of ... suffixes appears to be an exponent, not of voice, but of aspect.
>
> (i) In general a base followed by one of those suffixes denotes a process or action considered in its entirety, i.e. envisaged as a complete or completed process, whether in the present, past, or future.
>
> (ii) The function of those suffixes may also be relative, and, more specifically, anaphoric."[1]

It is probable that to Samoans the verbal endings do not represent a distinction of active and passive voice but rather, as Milner states, an over all view of the action which is expressed with the suffixes. Marsack for one feels that perhaps the use of the endings is only a matter of euphony.

The student would be wise to follow the general rule of thumb mentioned in the notes on Lesson 23 until an 'ear' is aquired concerning the use of these endings.

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[1] G.B. Milner; Samoan Dictionary, Oxford University Press 1966. (p. xxxii-xxxiii)

As for the verbs themselves, the student must remember that not every verb can take an ending. There is no complete list of those that do, but the partial lists mentioned in the notes on Lesson 23 would be worth obtaining for reference. The most common ending is *ina* (used with most introduced verbs). Students may find it helpful to use this ending when in doubt about the correct suffix. Note also that some verbs can take more than one ending.

NOTES ON LESSON FORTY-ONE

Ai in this lesson is a relative or anaphoric particle that has no one single translation. It is used in reference to some antecedent (time, place, third person, or idea) that is implicitly understood or has been explicitly mentioned earlier in the sentence. It *always* follows the verb, and is proceeded by the preposition *i* (to) when the action of the verb is directed to something or someone.

'O fea 'e te alu i ai?............Where are you going to?
'O ai 'e te alofa i ai?..........Who do you love to?

Note that *i* is not present with verbs that show no direction to.

'O fea 'e te nofo ai? ....Where do you stay?

The student should try to practice using this particle, which is very common, since its absence from a sentence detracts not only from the meaning, but also the rhythm and balance of the sentence. As a general rule, the particle *ai* should be used whenever the sentence spoken refers to something or someone being talked about, or mentioned previously in the sentence.

For example if someone was talking about papaya and you wished to say 'I don't like it', in Samoan you might say:

'Ou te lē fiafia i ai ....I don't like (to) it.

Or introducing a new object in the sentence with the verb at the end:

'O le moli le mea 'ou te lē fiafia i ai. ... An orange is the thing I don't like.

Some words always take the particle *ai* when they occur at the beginning of a sentence and are followed by the main clause. These include *fea* (where), *mea* (thing), *āfea* (when), *anafea* (when), *aiseā* (why), *'O le ā* (what).

'O āfea tou te momoe ai?.........When will you (pl) sleep?
Tou te momoe āfea?..............When will you (pl) sleep?

This relative particle *ai* is not to be confused with the interrogative pronoun *ai* (who) introduced in Lesson 11 and 13.

* * *

WORK SHEET NUMBER SIX

I. Translate these sentences into Samoan.

1. I live in North America. ______________________________
2. Where is your village? ______________________________
3. How can I find the bank? ______________________________
4. Walk inland until you reach the four corners. ______________________________
____
5. Stop the bus! ______________________________
6. Don't lie! ______________________________
7. What did Sina say? ______________________________
8. I told you to be quiet. ______________________________
9. We went to see (mātamata) the movie. ______________________________
____
10. The door wasn't open. ______________________________

II. Translate into English and answer in Samoan.

11. 'O ai 'e te mana'o ai? (Simi) ______________________________
____
12. 'O fea na lua ō i ai ananafi? (Apia) ______________________________
____
13. 'O ai lā te fa'atali i ai? (le pule) ______________________________
____
14. 'O le ā le mea tou te mānana'o ai? ______________________________
____
15. 'O anafea na taunu'u mai ai le va'a? ______________________________
____

III. Write a short descriptive paragraph in Samoan for the following:

"Where can I find the hospital?"

"Walk east until you reach the Police Station. Turn to your left and walk inland. Cross the four corners at Malifa, and continue walking inland until you reach the three corners at Moto'otua. The hospital is on the right side."

IV. Write a short descriptive paragraph in Samoan following the English story below:

northeast - mātū i sasa'e, New York - Niu Ioka, close - latalata, sight - va'aiga forest - vaoamāoa, desert - toafa, mountain - mauga, river - vaitafe, city - 'a'ai, warm - māfanafana, strange - 'ese'ese.

Hello! My name is X. I come from the United States in North America. Our family lives in the northeast of the United States in the state of New York. The Atlantic Ocean is closer to our state than the Pacific Ocean. My country has many sights. In the west are forests, deserts and mountains. In the east there are rivers and many large cities. In the south of the United States the the climate is warm. In the north it is cold. The United States is a strange country.

V. Write active and passive sentences in Samoan from the English sentences below:

build - fau, carpenter - kāmuta, thief - tagata gaoi, service - lotu, pastor - faife'au, bible - Tusi Paia, translate - fa'aliliu, missionary - misionare.

16. Our house is being built by carpenters from Si'umu.____________________

____

17. The thief was bitten in the leg by their fierce dog.____________________

____

18. The food was eaten yesterday. (the boy) ____________________

____

19. The service will be conducted by our pastor.____________________

____

20. The Bible was translated by the missionaries____________________

____

CONJUNCTIONS

PREPOSITIONS

SUBORDINATE CLAUSES

IDIOMATIC CONSTRUCTIONS

READING AND COMPREHENSION

LESSON FORTY-TWO

TOPICS

(a) why ....'aiseā, 'o le ā le mea.

(b) because ....'auā, ina'ua, leaga, 'ona 'o.

METHOD: Substitution drill.

MATERIALS

Flashcards for the following words with the English translation on the back.

maliu	a death, to die	tīgā	pain
uō	friend	'aiseā	why
leaga	bad	'auā	because
maua	to get	'ina 'ua	because
		'ona 'o	because

TIME: 30 minutes.

THE LESSON

I. Introduce the vocabulary with the flashcards.

II. The teacher models the first few sentences in each exercise. Students repea
The teacher then says only the substitute words (underlined) and the students
change the sentence accordingly.

'Aiseā 'e te tagi ai?	Why are you crying?
ita	angry
fa'anoanoa	sad
fiafia	happy
'Aiseā 'ua 'e tagi ai?	Why are you crying?
etc	etc
'Aiseā na (ia) tagi ai?	Why is he crying?
etc	etc
'Aiseā 'ua tou fetāgisi ai?	Why are you (pl) crying?
feita	angry
fa'anoanoa	sad
fiafia	happy

'Aiseā lua te fetāgisi ai?	Why are you (2) crying?
etc	etc

III. The teacher models these next drills first, just as in part I.

'Ou te tagi 'auā 'ua tīgā lo'u mata.		I'm crying because my eye hurts.	
ita	leai se mea'ai	angry	there's no food
fa'anoanoa	alu la'u uō	sad	my friend left.
fiafia	maua la'u tupe	happy	I got my money

'Ua 'ou tagi 'auā 'ua tīgā lo'u mata.		I'm crying because my eye hurts.	
etc	etc	etc	etc

Na 'ou tagi 'auā sa tīgā lo'u mata,		I cried because my eye hurt.	
ita	leai se mea'ai	was angry	there was no food.
fa'anoanoa	alu la'u uō	was sad	my friend left
fiafia	maua la'u tupe	was happy	I got my money

Na ia tagi 'auā sa tīgā lona mata.		He cried because his eye hurt.	
ita	leai se mea'ai	was angry	there was no food.
fa'anoanoa	alu lana uō	was sad	his friend left
fiafia	maua lana tupe	was happy	he got his money

'Ua mātou fetāgisi 'auā 'ua tīgā o mātou mata.		We're crying because our eyes hurt.	
feita	leai ni mea'ai	angry	there's no food
fa'anoanoa	ō a mātou uō	sad	our friends left.
fiafia	maua a mātou tupe	happy	we got our money

Mā te fetāgisi 'auā 'ua tīgā o mā mata.		We are crying beaause our eyes hurt.	
feita	leai ni mea'ai	angry	there's no food
fa'anoanoa	ō a mātou uō	sad	our friends left
fiafia	maua a mā tupe	happy	we got our money

IV. Alternatives for 'Aiseā.

'O le ā le mea 'e te tagi ai?	What's the reason why you're crying?
ita	angry
fa'anoanoa	sad

'O le ā le mea 'e te fiafia ai?	What's the reason why you're happy?
'O le ā le mea 'ua lā fetāgisi ai?	What's the reason why they are crying?
feita	angry
etc	etc
'E te tagi o le ā?	Your crying for what (reason)?
ita	angry
etc	etc
Na lātou fetāgisi 'o le ā?	They are crying for what (reason)?
feita	angry
etc	etc

V. Alternatives for 'auā.

'Ou te tagi 'ina 'ua tīgā lo'u mata.		I'm crying because my eye hurts.	
ita	leai se mea'ai	angry	there's no food
fa'anoanoa	alu la'u uō	sad	my friend left
fiafia	maua la'u tupe	happy	I've gotten my money
'Ua lātou fetāgisi 'ina 'ua tīgā o lātou mata.		They are crying because their eyes hurt.	
etc	etc	etc	etc
'Ou te tagi leaga 'ua tīgā lo'u mata.		I'm crying because my eye hurts.	
etc	etc	etc	etc
Sa ia tagi leaga na tīgā lona mata.		He cried because his eye hurt.	
etc	etc	etc	etc
'Ou te tagi 'ona 'o le teine leaga.		I'm crying because of the bad girl.	
ita	tama ulavale	angry	naughty boy
fa'anoanoa	maliu	sad	death
fiafia	mea'ai	happy	food
Sa mātou fetāgisi 'ona 'o le teine leaga.		We cried because of the bad girl.	
etc	etc	etc	etc

FOLLOW UP LESSON

TIME: 30 minutes.

I. Write the story on the board:

(a) Teacher reads the story once, students listen.

(b) Review new vocabulary words in each sentence.

(c) Everyone re-reads together.

(d) Students answer the questions.

'O LA'U UŌ

'Ua 'ou fa'anoanoa leaga 'ua lēiloa la'u maile. Sa sola 'ese ananafi 'ona 'o lo'u tamā. Na ita lo'u tamā 'ina'ua 'ai 'e le maile ana mea'ai. 'O le mea 'ua ita ai lo'u tamā, 'ona e taugatā mea'ai, 'ae mātou te mātitiva. Sa 'ou tagi i le aso 'ātoa 'ona 'o la'u maile. 'Ou te alofa tele i la'u maile, 'auā 'o la'u uō. Tālosia ia toe sau taeao.

VOCABULARY

lēiloa	lost	sola 'ese	run away	'e	by
'ātoa	whole	tālosia	to pray, hope	'ae	but
				mativa	poor

1. 'Aiseā na sola 'ese ai le maile?
2. Na ita 'o le ā lona tamā?
3. 'O le ā le mea sa ia faia i le aso 'ātoa?
4. 'Aiseā 'ua ia alofa ai i le maile?
5. 'O le ā lana tālosaga?

II. Erase the story and write these sentence outlines on the board.

1. fa'anoanoa......lēiloa......maile
2. sola 'ese....lo'u tamā
3. ita...lo'u tamā....'ai....maile....ana mea'ai
4. 'o le mea ....ita....taugatā....mea'ai.....mātitiva
5. tagi........'ātoa.......maile
6. alofa......maile.....la'u uō
7. tālosia.....toe sau

The students now try to compose complete sentences from these fragments based on the story. (i.e.)

1. **fa'anoanoa....lēiloa....maile**

   'Ua 'ou fa'anoanoa leaga 'ua lēiloa la'u maile.

LESSON FORTY-THREE

TOPICS

(a) but ....'ae, 'a
(b) nevertheless.....'ae peita'i

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary below.

maua.......to get
āvanoa......opportunity
āmioleaga...bad behavior
'ae.........but
'a........but
fā'ali'i...to be stubborn
fiapoto....to be conceited
'ae peita'i..nevertheless

TIME: 30 minutes.

THE LESSON

I. 'Ae - but

(A) 'Ou te fia pese 'ae 'ou te lē fia siva. — I like to sing but I don't like to dance.

tā'ele	fāgota	swim	fish
'ai	inu	eat	drink
ta'alo	fusu	play	fight

Mā te fia pepese 'ae mā te lē fia sisiva. — "We like to sing but we don't like to dance.

tā'e'ele	fāgogota	swim	fish
'a'ai	feinu	eat	drink
tā'a'alo	fufusu	play	fight

Repeat with mātou.

(B) Sa 'ou fāgota 'ae 'ou te le'i maua se i'a. — I fished but I didn't get a fish.

faigāluega	tupe	worked	any money
fia alu	pasi	wanted to go	a bus

Sa 'ou fia sau 'ae 'ou te le'i maua se āvanoa.		I wanted to come but I didn't get an opportunity.	
fia tā'ele	vai	wanted to bathe	any water

Sa lā fāgogota 'ae lā te le'i maua ni i'a.		They (2) went fishing but they didn't get any fish.	
faigāluega	ni tupe	worked	any money
fia ō	se pasi	wanted to go	a bus
fia ōmai	se āvanoa	wanted to come	an opportunity
fia tā'e'ele	se vai	wanted to bathe	any water

Repeat with lātou.

II. 'A - but

(A) 'E te pepelo so'o 'a 'ua 'ou alofa pea. — You lie a lot but I still love you.

pisa	make a lot of noise
faitala	gossip a lot
gaoi	steal a lot
fā'ali'i	always stubborn

(B) Change 'E to lua and tou.

(C) Change to past tense (sa).

III. 'Ae peita'i - nevertheless

(A) E 'ese le pepelo 'o le teine 'ae peita'i 'ou te fiafia lava i ai. — The girl really lies but I still like her very much.

pisa	makes a lot of noise
faitala	gossips
gaoi	steals
'ai tele	eats a lot
fiapoto	is conceited

(B) Change le teine to lā'ua, and lātou.

* * *

FOLLOW UP LESSON

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

'O LA'U UŌ TEINE

E i ai la'u uō teine, 'ae i ai lona fa'afītāuli. E 'aulelei tele ma atamai, 'ae peita'i, e āmioleaga. E gaoi, e faitala, e pepelo fo'i ma ulavale tele. Sa faigāluega ia B.P. 'a 'ua te'a'ona 'o le matagaoi. 'O aso lā nei, 'ua lē toe faigāluega 'a 'ua ta'ata'a lava i Apia ma āmioleaga ai. 'O ia 'o se teine leaga, 'ae peita'i, 'ou te alofa lava i ai'auā e tauagafau.

VOCABULARY

fa'afītāuli	problem	'aulelei ...	pretty	atamai ...	smart
matagaoi	stealing	aso lā nei ..	these days	ta'ata'a ..	roam about
'ua te'a	to be fired	tauagafau	polite, well meaning.		

QUESTIONS

1. 'O le ā le fa'afītāuli 'o le teine?
2. 'O fea sa faigāluega ai?
3. 'Aiseā na te'a ai?
4. 'O ā ana mea 'o fai i aso nei?
5. 'Aiseā e sāga alofa ai le tama i lana uō? (saga - to persist)

II. Erase the story and write these words on the board.

1. la'u uō.....'ae....fa'afītāuli
2. 'aulelei....atamai....'ae peita'i......āmioleaga
3. gaoi........faitala.......pepelo fo'i........ulavale
4. sa faigāluega.....'ua te'a....'ona 'o......matagaoi
5. aso lā nei ......lē faigāluega....a ta'ata'a....Apia.....āmioleaga
6. 'o ia ....teine leaga.......alofa.....'auā....tauagafau

* * *

LESSON FORTY-FOUR

TOPICS

(a) if (implied future)......(pe) 'ā
(b) if (future)..............(pe) 'āfai
(c) if (past) ....(pe) 'ana

METHOD: Substitution drill.

MATERIALS

Flashcards for the following new vocabulary.

pe 'ā....if pe 'ana.....if oso...food gift
pe 'āfai...if

TIME: 30 minutes.

THE LESSON

I. Implied future

'Ou te lē alu pe'ā timu.	I won't go if it rains.
galue	work
malaga	travel
lotu	attend church
ā'oga	attend school
'Ā timu, 'ou te lē alu.	If it rains, I won't go.
etc	etc
'Aumai se tupe pe'ā 'e sau.	Bring some money if you come.
oso	a food gift
fagu pia	a bottle of beer
letiō	a radio
polo	a ball
'Ā 'e sau 'aumai se tupe.	If you come bring some money.
etc	etc

II. Future tense:

Mā te lē ō pe 'āfai e timu.	We (2) won't go if it will rain.
sāvavali	walk

Mā te lē savavali pe 'āfai e timu.	We (2) won't walk if it will rain.
gālulue	work
tā'a'alo	play
ōmai	come
'Āfai e timu, mā te lē ō.	If it will rain we (2) won't go.
etc	etc
'Aumai se tupe pe 'āfai lua te ōmai.	Bring some money if you will come.
oso	food gift
fagu pia	bottle of beer
letiō	radio
polo	ball
'Āfai lua te ōmai, 'aumai se tupe.	If you will come bring some money.
etc	etc

II. Past tense:

'Ou te lē alu pe 'ana timu.	I wouldn't have gone if it had rained
galue	worked
etc	etc
'Ana timu, 'ou te lē alu.	If it had rained I wouldn't have gone.
etc	etc
'Ou te alu pe'ana 'e tāofi tāofia le pasi.	I would have gone if you had stopped the bus.
ta'avale	car
piki'apu	pick-up
'Ana 'e tāofi le pasi 'ou te alu.	If you had stopped the bus I ould have gone.
ta'avale	car
piki'apu	pick-up

* * *

FOLLOW UP LESSON

TIME: 30 minutes.

I. Follow the same procedure as in Lesson 42.

'O LE 'AULAKAPĪ

E i ai la mātou 'aulakapī. Mātou te tā'a'alo i le Aso To'ona'i ta'itasi pe 'ā lē timu. Na timu lā le Aso To'ona'i talu ai. Mātou te tā'a'alo pe 'ana lē timu. 'O lea na mātou ō ai e inu pia. Sa matuā feinu tagata 'uma, 'auā 'ua leva e lē 'o toe inu pia. 'Ou te lē fia inu pia pe 'ā pisa ni tagata ma e sili atu le pisa o la mātou 'au. 'Ou te lē alu pe 'ana 'ou iloa e tutupu ni fa'alavelave. Sa fai atu le isi tama o la mātou 'au i le pule o le pā. "E ā pe 'ā 'aumai fua ni a mātou fagu?" Na fai mai le tamāloa e lē mafai! 'Āmata loa le misa.

VOCABULARY

'au	team	fa'alavelave	trouble
'aulakapī...	rugby team	pule	boss
talu ai.....	past	pā	bar
matuā	superlative	E ā	hows about
sili atu....	superlative	fua	free
tupu	happen	mafai..............	possible

QUESTIONS

1. 'O le ā le aso o le vāiaso e tā'a'alo ai tama?
2. 'O le ā la lātou tā'aloga?
3. 'Aiseā na lē tā'a'alo ai i le Aso To'ona'i?
4. 'O fea lā na ō i ai?
5. 'Aiseā na misa ai?
6. 'O ai e lē fia inu pia?
7. 'O le ā le fesili a le isi tama?
8. 'O le ā le tali a le pule o le pā?

II. Erase the story and write those words on the board.

1. e i ai ....mātou......'aulakapī
2. mātou .... tā'a'alo....Aso To'ona'i..pe 'ā le
3. na timu... Aso To'ona'i talu ai.
4. mātou...tā'a'alo...pe 'ana lē timu.
5. mātou ō....inu pia
6. matuā feinu..'auā..'ua leva..toe inu
7. 'ou ...lē fia inu...pisa.. ma...sili atu...'au
8. 'ou...lē alu...iloa...tutupu...fa'alavelave
9. fai atu...isi tama...iā....pule
10. E ā...'aumai fua...mātou fagu
11. fai mai....tamāloa....lē mafai
12. 'āmata.....misa

LESSON FORTY-FIVE

TOPICS

(a) while.......................'a'o

(b) when (past)................'ina 'ua

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

supo	soup
pōlesi	porridge
sui	change
fa'anoi	ask permission
māfui'e	earthquake
lōloga	flood
lāmala	drought
afā	hurricane
soli	to run over
'a 'o	while
'ina 'ua	when past
fa'apotopoto	gather
fa'amālōlō	recess
fa'atū'ua	dismiss
pa'ū	fall
afi	motor
lavea	wound
goto	sink
tu'i	pierce
fitafita	soldier
pē	to die (animals, plants, machines)

TIME: 30 minutes.

THE LESSON

I. 'A'o - while. Teacher models the drills, students repeat. Students then substitute the underlined words.

'Ai le supo 'a'o vevela.	Eat the soup while it's hot.
pālusami	pālusami
pōlesi	porridge
Sa fa'atali la'u uō 'a'o sui lo'u 'ie.	My friend waited while I changed my clothes.
o'u su'eina le tupe	looked for my money
o'u fa'anoi i lo'u tamā	asked permission from my father
o'u tā'ele	bathed

Change to mā'ua and mātou.

E lūlū le māfui'e 'a'o o'u i Samoa.	The earthquaked while I was in Samoa.

E sau lōloga 'a'o o'u i Samoa.	The floods came while I was in Samoa.
tupu le lāmala	drought occured
agi le afā	hurricane blew

II. 'Ina 'ua - when. Teacher models the drills, students repeat. The teacher then says the underlined word and students substitute.

Sa 'ou 'āmataina le ā'oga 'ina 'ua tā le valu.	I started school when it struck eight o'clock.

fa'apotopotoina	valu	assembled	eight
fa'amālōlōina	sefulu	recessed	ten
fa'atū'uaina	lua	dismissed	two

Sa ou ita 'ina 'ua palauvale mai le tama.	I was angry when the boy cursed.
mā	ashamed
fā'ali'i	was stubborn
tagi	cried

Change 'ou to lā'ua and lātou.

Na pa'ū le va'alele 'ina 'ua pē le afi.	The plane fell when the engine died.
Na lavea le ta'avale 'ina 'ua moe le 'aveta'avale.	The car crashed when the driver slept.
Na goto le va'a 'ina 'ua tu'ia i le 'ā'au.	The boat sank when it was pierced by the reef.
Na oti le fitafita 'ina 'ua lavea i le pulufana.	The soldier died when he was wounded by a bullet.
Na pē le maile 'ina 'ua solia i le pasi.	The dog died when he was run over by the bus.

* * *

FOLLOW UP LESSON

TIME: 30 minutes.

I. Write this story on the blackboard and follow the same procedure as in Lesson 42.

NIU SILA

Na 'ou āsiasi i Niu Sila 'ina 'ua sefulu ma le valu o'u tausaga. 'Ou te taunu'u atu i Ueligitone i le pō 'a 'o agi se afā mata'utia lava. 'O le va'alele na 'ou alu ai sa taumālua 'ina 'ua agi mālosi le matagi. Mātou te tūlau'ele'ele 'a'o fai si mālamalama, 'ae mulimuli ane, e leai se va'alele na toe mafai ona tūlau'ele'ele 'ona 'o le pogisā o le pō.

E timu lava aso 'uma 'a 'o o'u i ai i Ueligitone. 'Ou te manatua pea e māsani 'ona 'ou mātamata i le televise ma fa'alogologo i le letiō 'a 'o agi lava le afā. Na 'ou mālamalama ai i le igoa "Windy City" 'a'o o'u i ai i Ueligitone.

VOCABULARY

āsiasi......visit	taunu'u ......arrive	mata'utia....terrible
taumālua....roll	tūlau'ele'ele..land	Ueligitone...Wellington
mafai.......possible	pogisā .... dark	mulimuli ane..later
fa'alogologo.listen to	manatua.......remember	māsani.......to be used to
mālamalama..understand		

QUESTIONS

1. 'O fea na āsiasi i ai le tusitala?
2. E fia ona tausaga 'ae alu lana āsiasiaga?
3. Na fa'apēfea 'ona ia malaga?
4. 'O le ā le mea na fetaui ma le va'alele?
5. E ā le tau 'a 'o i ai i Niu Sila?
6. 'O ā ana mea sa māsani ona fai?
7. 'O le ā le uiga o le "Windy city"?

II. Erase the blackboard and write these sentence fragments.

1. 'ou.......āsiasi.......Niu Sila......sefuluvalu
2. 'ou.......taunu'u......Ueligitone.....pō.....agi.....afā
3. va'alele.......taumālua..'ina 'ua...matagi.
4. mātou......tūlau'ele'ele.....malamalama.....mulimuli ane....leai....
   va'alele...toe mafai....pogisā.....pō
5. timu.......aso 'uma.....o'u i ai
6. 'ou......manatua.....māsani......matamata ..televise fa'alogologo...letiō
   ...agi....afā
7. 'ou .... mālamalama.....igoa 'Windy City'....o'u i ai...Ueligitone

* * *

LESSON FORTY-SIX

TOPICS

before...........'ae le'i, 'a'o le'i

METHOD: Substitution drill.

MATERIALS

Flashcards to introduce the new vocabulary.

fo'i mai	return	mago	dry
va'ai	to see	kuka	cooking
mā'ona	full (of food)	tapena	straighten, tidy
'ae le'i	before	iloa	to know
		'a'o le'i	before

TIME: 30 minutes.

THE LESSON

I. 'ae le'i - before

E 'āmata le lotu 'ae le'i o'o mai lo'u uso.	The church is starting before my brother arrives.
tīfaga	movie
ā'oga	school
siva	dance
pātī	party
tā'aloga	game

Na oti lo'u tamā 'ae 'ou te le'i matua.	My father died before I was older.
ā'oga	attended school
fo'i mai Niu Sila	returned from New Zealand
va'ai i ai	saw him

'Ua 'uma le mea'ai 'ae le'i mā'ona le mālō.	The food is finished before the guest was full.
taunu'u	has arrived
'ai lava	has eaten
ala	has awaken

'O le ā timu 'ae le'i mago lavalava.	It will rain before the clothes are dry.
alu le malaga	travelers leave
faia le ta'aloga	game is played
'uma le fiafia	celebration is over

II. 'a'o le'i - before

'E te tā'ele 'a'o le'i tāina le sefulu lua.	You bathe before twelve (o'clock).
faia le kuka	do the cooking
tāpena le fale	clean the house
fāgota	fish
fafagā pua'a	feed the pigs

Change 'e to lua and tou.

Na fai le siva 'a'o le'i pō.	The dance was held before night time.
fono	meeting
gāluega	work
'aiga	meal

Change to future tense ('o le'ā)

* * *

FOLLOW UP LESSON

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

'O LE FONO

'O anapō 'ae 'ou te le'i moe, na telefoni mai ai lo'u pule. Fai mai: "E fai la tou fono ma le Pālemia taeao. E tatau ona 'e i ai i le 'Ofisa o le Pālemia 'a'o le'i tāina le sefulu i le taeao, 'ona 'o lou taimi fa'atonuina 'o le 'afa o le sefulu." Na sele la'u 'ava ma 'oti lo'u ulu 'ae 'ou te le'i tu'ua lo'u fale mo le fono. 'Ou te taunu'u atu, 'ua tumu ai fo'i isi tagata. Sa mātou fa'atālofa ma i lātou 'uma 'ae 'ou te le'i nofo i lo'u nofoaga. E tolu itūlā 'o le fono, 'ae na fai la mātou ti 'a'o le'i tū'ua. 'Ou te toe fia va'ai i le Pālemia 'a'o le'i toe 'u'umi lo'u ulu.

VOCABULARY

anapō	last night
telefoni	to telephone
pule	boss
Pālemia	Prime Minister
tatau ona	should, proper
'ofisa	office
taimi fa'atonuina	appointment
sele	shave
'ava	beard
'oti	to cut(hair)
ulu	hair
tu'ua	to leave
mo	for
taunu'u	arrive
tumu	full
ma	with
'uma	all
fa'atālofa	shake hands
itūlā	hour
ti	tea
nofoaga	seat
va'ai	to see

QUESTIONS

1. 'O ānafea na telefoni ane ai le pule?
2. 'O āfea le fono?
3. 'O fea sa fai ai?
4. 'O ā mea sa fai a le tama 'a 'o le'i alu i le fono?
5. 'O le ā lana mea na fai 'a 'o le'i nofo i lalo i le fono?
6. 'O le ā le taimi o la lātou ti?
7. 'O āfea e toe fia va'ai ai i le Pālemia?

II. Erase the story and write these sentence fragments.

1. anapō......... 'ou......le'i moe......telefoni mai.......pule
2. fai mai...... fai......tou fono......Pālemia
3. tatau........ i ai....'ofisa.......le'i tāina......sefulu......taeao
   'ona 'o.....taimi fa'atonuina......'afa o le sefulu.
4. sele......'ava......'oti......ulu.....'ae.....le'i.....tu'ua.....fale....fono
5. 'ou....taunu'u.....tumu.....isi tagata.
6. mātou fa'atālofa.......lātou 'uma.......le'i nofo.....nofoaga
7. tolu itūlā.......fono.......ti......le'i tū'ua
8. toe........va'ai......Pālemia.....le'i 'u'umi.......ulu

LESSON FORTY-SEVEN

TOPICS

(a) until..................se'ia, se'i

(b) unless..................se'iloga

(c) lest, or else ....ne'i

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

matafāgota	fishing goggles	pa'ū	to fall
'ato	basket	fasi	to beat
selu	comb	fusu	to fight
uila	bike	se'i	until
se'iloga	unless	ne'i	lest

TIME: 30 minutes.

THE LESSON

I. Se'i - until

Fai pea le gāluega se'ia o'o i le tolu. Continue the work until 3 o'clock.

mālōlōga	rest
ā'oga	school
fiafia	celebration

Change to past (sa/na) and then future tense ('o le'ā).

'Aua 'e te alu se'i o'u sau. Don't go until I come.

'ai	eat
moe	sleep
fāgota	fish

Change 'e to lua and tou.

II. Se'iloga - unless

E lē mafai ona 'ou moe se'iloga e i ai lo'u moega. I can't sleep unless I have a bed.

'ai	la'u mea inu	eat	something to drink

E lē mafai ona 'ou ta'alo se'iloga e i ai o'u se'evae.	I can't play unless I have my shoes.
fāgota la'u matafāgota	fish my goggles

Change to 'ou to mā and mātou.

'Aua le tago i la'u pusa se'iloga 'ua 'ou fai atu.	Don't touch my footlocker unless I say to.
la'u tupe	money
la'u 'ato	basket
lo'u 'ofu	clothes
la'u selu	comb
la'u uila	bike
la'u ta'avale	car

Change to la'u pusa to la mā pusa, then la mātou pusa.

III. Ne'i.- lest

Fa'aeteete ne'i 'e lavea.	Be careful lest (or) you get hurt.
pa'ū	fall
oti	die
ma'i	get sick
fasia	get beat

Change 'e to lua and tou.

'Aua 'e te pepelo so'o ne'i o'u ita.	Don't lie constantly lest (or) I become angry.
fusu	fight
ulavale	be naughty
gaoi	steal
faitala	gossip

Change 'e to lua.

Change o'u to mā.

FOLLOW UP LESSON

TIME: 30 minutes.

I. Use the same procedure as in Lesson 42.

'O LA'U TA'AVALE

'Ua pē nei la'u ta'avale. Sa ola lelei lava se'ia 'ou taunu'u i Apia. Na pē 'ina 'ua o'o atu i le māketi. 'Ua lē toe mafai ona alu se'iloga e tūlei. Sa 'ou fa'atalitali se'ia sau se leoleo ma fesoasoani mai e tūlei i tua o le māketi ne'i lavea se isi. Na tu'u ai i 'inā se'iloga e maua se isi na te fauina. E mauagatā inisinia vaganā 'ua tele ni au tupe. 'Ua tele fa'afitāuli e maua mai i lenei ta'avale. 'Ou te fa'amoemoe 'o le'ā maua vave se inisinia ne'i o'u tūleia i le sami.

VOCABULARY

pē	to die (of engines)
ola	to live (to run-engines)
taunu'u	arrive
'ina 'ua	when
mafai ona	possible
tūlei	push
fa'atalitali	to wait around
leoleo	police
fesoasoani	help
lavea	to be hurt
se isi	someone
fauina	to be fixed
tu'u	to put
mauagatā	hard to get
inisinia	mechanic (engineer)
vaganā	except (unless)
fa'afitauli	problem
fa'amoemoe	hope
vave	fast
sami	sea

QUESTIONS

1. 'O le ā le mea 'ua tupu i le ta'avale?
2. 'O fea na pē ai?
3. 'O ai na fesoasoani i le 'aveta'avale?
4. 'Aiseā 'ua faigatā ai 'ona maua se inisinia?
5. 'O le ā le pona o le 'aveta'avale? (pona - fault)
6. 'Aiseā 'ua mana'o ai le 'aveta'avale e tūlei lana ta'avale:
   (a) i tua o le māketi?
   (b) i le sami?

II. Erase the story and write these sentence fragments.

1. pē nei........ta'avale
2. sa'ola........se'ia.....taunu'u.....Apia
3. na pē......o'o.....māketi
4. lē.....mafai......alu.....se'iloga....tūlei
5. sa....fa'atalitali.....sau.....leoleo....fesoasoani....tūlei.. i tua...māketi .....ne'i lavea.....isi
6. na tu'u.....se'iloga.....maua.....isi.....fauina
7. mauagatā.... inisinia.....tele.....tupe
8. tele fa'afitāuli......maua.........ta'avale
9. 'ou......fa'amoemoe.....maua vave.....inisinia.....ne'i.....tūlei ....sami

LESSON FORTY-EIGHT

TOPICS

(a) except............vaganā
(b) especially........'aemaise

METHOD

Repetition and substitution drill.

MATERIALS

aganu'u	culture	taumafaiga	attempt
gagana	language	āmio	behavior

TIME: 30 minutes.

THE LESSON

I. Vaganā - except

'O lo'o i ai tagata'uma vaganā lava lo'u to'alua. — Everyone is here except my spouse.

uso	same sex sibling
tuafafine	sister (male's)
tuagāne	brother (female's)
ātali'i	son (father's)
āfafine	daughter (father's)
la'u tama	son, daughter (mother's)

'Ou te fiafia i mea'ai 'uma vaganā talo. — I like all foods except taro.

fe'e	octopus
sea	sea cucumber
ta'amū	ta'amū

Change 'ou to mā and mātou in the above.

'Ou te le alu vaganā 'ua 'e sau. — I won't go unless (except) you have come.

tū'ua ā'oga	school has ended
'uma le gāluega	the work has been done

Change 'ou to lā and lātou in the above.

II. 'Aemaise - ospecially

E 'ese'ese Samoa ma 'Amelika 'aemaise lava le tau. — Samoa and America is different especially the climate.

aganu'u	culture
gagana	language
mea'ai	food

E lelei 'uma a tou ta'alo 'aemaise lava name.	Your playing is good, especially name.
āmio	behavior
taumafaiga	attempt
fa'asāmoa	Samoan

'Ou te fiafia iā 'outou 'uma, 'aemaise lava name. I like you all, especially name.

FOLLOW UP LESSON

TIME: 30 minutes.

I. **Follow the same procedure as in lesson 48.**

'O LE TAGATA ĀSIASI

'O a'u 'o se tagata āsiasi mai i Samoa. 'Ua tolu nei vāiaso talu ona 'ou i'inei. 'Ou te fiafia lava i le tele o mea i lenei atunu'u. 'Ou te mana'o i mea'ai Samoa vaganā sea, fe'e, ma 'ulu. 'Ou te fiafia tele i isi mea'ai 'aemaise lava pālusami. E lelei 'uma tagata o le 'āiga 'o lo'o o'u nofo ai vaganā le pepe meamea. E tagi lava i taimi 'uma 'aemaise le vaveao. E agalelei ma fa'aāloalo le 'āiga 'uma iā te a'u. Mā te ō ma le tamā i Apia i aso 'uma lava, vaganā le Aso Sā. E mana'o lava e 'ave a'u i le falepia 'aemaise le R.S.A. Mānaia tele le ōlaga i'inei 'aemaise mo se tagata āsiasi mai.

VOCABULARY

āsiasi	visit	nei	now	talu ona	since
mana'o	want	isi	other	fa'aāloalo	polite
meamea	suckling	agalelei	kind	R.S.A.	Return Servicemen's Association.
fa'atitino	worst	mānaia	nice		

QUESTIONS

1. 'Aiseā 'ua ia sau ai i Samoa?
2. 'O le ā le 'umi talu ona i Samoa?
3. 'O ā mea'ai e lē fiafia i ai?
4. 'O le ā lona ma'oi?

(ma'oi - favorite)

5. 'Aiseā e lē fiafia ai i si pepe?
6. 'O ā ana mea e fai i aso 'uma vaganā le Aso Sā?
7. 'O fea le falepia e māsani ona ō i ai ma le **tamā** o le **'āiga?**
8. 'O le ā le taimi e fa'atitino i ai le tagi o le pepe?

II. Erase the story and write these sentence fragments.

1. a'u............āsiasi
2. tolu vāiaso........i'inei
3. fiafia......mea.....atunu'u
4. mana'o....vaganā....fe'e....pālusami
5. lelei.....nofo.....vaganā.....pepe
6. tagi......'uma....'aemaise....vaveao
7. agalelei....'āiga.....a'u
8. mā ō.....aso 'uma....Apia...Aso Sā
9. mana'o.....'ave....falepia.....R.S.A.
10. mānaia....ōlaga....tagata āsiasi

LESSON FORTY-NINE

TOPICS

and then ....'ona.....(ai) lea.

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

fetaui....to meet
talanoaga.discussion
vao.......grass

tonu .... plan
vele .... to weed
ona... lea.............and then...

TIME: 30 minutes.

THE LESSON

'Ou te faigāluega ona 'ou alu ai lea.	I'll work then I'll go.
tā'ele	bathe
'ai	eat
moe	sleep

Change to past tense (sa/na).

Mā tē faigāluega 'ona mā ō ai lea.	We (2) will work then go.
tā'a'alo	play
'a'ai	eat
mālōlō	rest

Matou te 'a'ai muamua 'ona mātou ō ai lea i Apia.	We will eat first then go to Apia.
le tīfaga	the movie
le siva	the dance
le fono	the meeting

Change to the future tense ('o le'ā)

'Ou te faitauina la'u tusi 'ona 'ou sau ai lea.	I'll read my book then I'll come.
faia le kuka	do the cooking
vele vao	weed the grass
tapenaina le fale	tidy the house

Tā te fetaui muamua i le māketi 'ona tā ō ai lea i le tīfaga.	Let's meet first in the market then we'll go to the movie.
savavali	walk
fa'atau	buy

Change tā to tātou.

E fai le fono 'ona 'āmata ai lea le gāluega.	Make the meeting then start the work.
tā'aloga	game
'aiga	feast
tonu	plan
talanoaga	discussion
lotu	prayer

Change to past tense (sa/na).

FOLLOW UP LESSON

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

'O LE FA'ASĀMOA

'Āfai 'e te mana'o lua te ō mā se teine Samoa i le tīfaga, e tatau ona 'e matuā fa'aeteete. E 'ese'ese Samoa ma 'Amerika, ma e tatau ona 'e uia ala fa'asāmoa, 'a'o 'e i ai i le atunu'u. Fa'afeiloa'i muamua le teine 'e te mana'o ai, 'ona fesili lea i ai pē fia tīfaga. 'Āfai e 'ioe mai, 'ona 'e alu ai lea i ona mātua ma fa'anoi i ai pē mafai ona 'oulua ō. E 'uma le tīfaga, 'ona oulua ō ai lea i le siva, 'ona momoli ai lea 'o ia i le fale. 'Aua lava ne'i 'oulua tuai ane ne'i ita lona tamā.

VOCABULARY

mana'o	want	ala	way, style
tatau ona	to be proper, fitting	fa'afeiloa'i	to become acquainted.
fa'aeteete	careful	fa'anoi	to ask permission
'ese'ese	different	momoli	to bring back(deliver)
uia	to detour	tuai	late

QUESTIONS

1. 'O le ā le mea e fai muamua?

2. 'O le ā le 'ese'esega o Samoa ma 'Amerika i ia mea?

3. 'O fea e ō i ai pe 'ā tū'ua le tīfaga?

4. 'O ai e fa'anoi i ai?

5. E taga ona ō i se isi mea pe'ā 'uma le tīfaga?

6. 'O le ā le mea e tupu pe'ā tuai ane?

II. Erase the story and write these sentence fragments.

1. 'āfai......'e......mana'o.....ō......teine Samoa....tīfaga....tatau...fa'aeteete
2. 'ese'ese Sāmoa...'Amelika.....tatau....uia....fa'asāmoa...i ai...atunu'u
3. fa'afeiloa'i....teine....mana'o ai....fesili....fia tīfaga
4. 'āfai.....'ioe......alu.....mātua.....fa'anoi....mafai.....ō
5 'uma.....tīfaga.... oulua ō......siva.....momoli.......ia....fale.
6. 'aua......'oulua tuai.......ita.......tamā

LESSON FIFTY

TOPICS

in order to..........'ina 'ia

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

'ōnā	drunk	mōlī	light
fa'alogologo	to listen	paipa	tap, pipe
tātā	play	kītala	guitar
		'ina 'ia	in order to...

TIME: 30 minutes.

THE LESSON

Su'esu'e 'ina'ia poto.		Study in order to become smart.	
'Ai tele	puta	Eat a lot	fat
Ta'alo	mālosi	Play	strong
Pese	fiafia	Sing	happy

Su'esu'e 'ina'ia lua popoto.		Study in order for you(2) to be smart.	
'Ai tetele	puputa	Eat a lot	fat
Tā'a'alo	mālolosi	Play	strong
Pepese	fiafia	Sing	happy

Change to tou.

'E te faigāluega 'ina'ia maua sau tupe.		You work in order to get your money.	
fesili	sau tali	ask	your answer
fāgota	sau i'a	fish	your fish
inu pia	sou fiafia	drink beer	happiness

Change to past (sa/na) future ('o le'ā) and present ('ua)

Kī le letiō 'ina 'ia fa'alogologo ai.		Turn on the radio in order to listen.	
mōlī	mālamalama.	light	be illuminated

Kī le paipa 'ina 'ia tā'ele ai. Turn on the pipe in order to bathe.

kītala tātā guitar play

Change to past (sa/na), and future ('o le'ā).

FOLLOW UP LESSON

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

'O LE A'OA'OGA

'O le to'atele 'o tagata e su'esu'e 'ina 'ia maua tūlaga lelei i su'ega, 'a 'o a'u 'ou te su'esu'e 'ina 'ia 'ou matuā atamai. 'Ou te iloa e tatau ona 'ou poto 'ina 'ia maua sa'u gāluega. 'Ua tatau ona i ai sa'u gāluega 'ina 'ia maua ni tupe e fa'atau ai ni mea'ai. 'O nei aso 'ua taugatā le ōlaga. 'O le mea lea 'ou te mā'elegā ai i la'u ā'oga. 'Ou te talitonu 'ua tatau ona 'ou matuā su'esu'e 'ina 'ia 'ou iloa. 'Ia lava lo'u iloa 'ina 'ia maua ai sa'u gāluega lelei.

VOCABULARY

tūlaga	grade	iloa	to know	mā'elegā	diligent
su'ega	test	tatau ona	proper	talitonu	believe
matuā	superlative	atamai	intelligent	ōlaga	life

QUESTIONS

1. 'O le ā le sini o ā'oga a le to'atele? (sini - aim)
2. 'Ae ā le tusitala?
3. 'O le ā le mea 'o lo'o fia maua e le tama? 'O le ā lona talitonuga?
4. 'Aiseā?
5. 'O fa'apēfea le ōlaga i nei aso?

II. Erase the story and write sentence fragments:

1. to'atele.....tagata......su'esu'e.......maua tūlaga lelei.....su'ega...a'u .....su'esu'e....atamai
2. 'ou.......iloa........tatau......poto.....maua......gāluega
3. tatau......i ai.......gāluega.....maua.....tupe.....fa'atau....mea'ai
4. nei aso....taugatā.....ōlaga
5. mea lea....'ou.....mā'elegā......la'u ā'oga
6. 'ou.....talitonu......tatau......matuā su'esu'e......iloa
7. lava.....iloa......maua......gāluega lelei

LESSON FIFTY-ONE

TOPICS: Miscellaneous structures.

(a) or...............................pe/po
(b) to be the same...................tutusa, pei lava
(c) to be different..................'ese'ese
(d) I thought........................E fa'apea a'u.

METHOD: Substitution drill.

TIME: 45 minutes.

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ **THE LESSON** @@@@@@@@@@@@@@@@@@@@@@@@@@@@@

I. Pe/Po - or

(A)	'E te mana'o i le talo po'o le ta'amū?	Do you want taro or ta'amū?
	fa'i 'ulu	banana breadfruit
	i'a pīsupo	fish corned beef
	masi keke	biscuit cake
(B)	'E te fia 'ai i le talo po 'o le ta'amū?	Do you want to eat taro or ta'amu?
	etc etc	etc etc
(C)	Tou te manana'o i talo pe leai?	Do you (pl.) want taro or not?
	fa'i	banana
	i'a	fish
	masi	biscuit
(D)	'E te fia 'ai pe leai? E ā?	Pe 'e te fia 'ai.
	alu	alu
	ta'alo	ta'alo
	siva	siva
	Do you want to eat or not? What?	Do you want to eat?
	etc	etc

(E) 'O se manu lenā?	E ā?	Po 'o se manu lenā.
manulele		manulele
atualoa		atualoa
mogamoga		mogamoga
Is that an animal?	What?	Is that an animal?
a bird		a bird
centipede		centipede
roach		roach

II. 'Ese'ese, tutusa - different, the same.

(A) E 'ese le sami 'ese le vasa.		The sea is different from the ocean.	
tama	teine	boy	girl
nu'u	'a'ai	village	city
moa	lupe	chicken	pigeon

(B) E 'ese'ese nu'u.	The villages are different.
tagata	people are
atunu'u	countries are
tau	weather is

(C) E tutusa fōliga o Toma ma Mika.		Toma and Mika have the same appearance.	
moa	pato	Chicken	ducks
pili	mo'o	Skinks	geckos

(D) E tutusa fale.	The houses are the same.
ta'avale	The cars
lā'au	The trees
tātou	We

(E) E pei lava pili 'o mo'o.		Skinks are like geckos.	
Datsun	Toyota	Datsuns	Toyotas
solofanua	'āsini	Horses	asses
talo	ta'amū	Taro is like ta'amū.	

III. Fa'apea a'u - I thought

(A) E fa'apea a'u e sau le pasi i le tolu.	I thought the bus was coming at three.
e ta'i 50¢ fagupia.	beer was 50¢ each
e fai sou to'alua	you had a wife
e mamao lo tou fale	your house was far
(B) (E) fa'apea ia,'ou te totogia le pili.	He thought I would pay the bill.
sau mai i'Amelika	come from America
alu nei	am going now
fia inu pia	like to drink beer
(C) (E) fa'apea lātou 'ua sau le va'a.	They thought the boat has come.
'āmata le tū'uga	the race has started
vela le mea'ai	the food was ready
'ou tuai mai	I was late

* * *

LESSON FIFTY-TWO

TOPICS: Miscellaneous structures.

(a) that is why..............'o le mea lea

(b) since..................talu mai, talu ona, talu ai

(c) he whom.................'o lē

they whom.................'o ē

METHOD: Substitution drill.

TIME: 45 minutes.

THE LESSON

I. 'O le mea lea - that's why.....

(A) 'Ua fula lo'u vae, 'o le mea lea 'ou te lē ta'alo ai. — My leg is swollen that's why I don't play.

gau	lima	arm	broken
lavea	ulu	head	injured
mapeva	tapuvae	ankle	sprained
mū	tua	back	burned

(B) 'Ua tīgā lona mata, 'o le mea lea e lē sau ai. — His eye hurts that's why he doesn't come.

manava	stomach
fatafata	chest
ua	neck
nifo	tooth

(C) 'Ua masui lo'u lima 'o le mea lea 'ua 'ou mālōlō ai. — My hand is sprained that's why I rest.

pāpā toto	isu	nose	bleeding
pē	taliga	ear	deaf
ma'i	mata	eye	sick

II. Talu .....since

(A) 'Ua 'ou puta talu ai lo'u 'ai tele. — I am fat since I eat a lot.

uliuli	fa'alā	black	sun myself

'Ua 'ou 'ōnā tau ai lo'u inu pia.	I am drunk since I drink beer.
sela tamo'e	out of breath ran
(B) 'O lo'o o'u fiafia talu ona 'e sau.	I am happy since you came.
maua lo'u totogi	getting paid
'ou fa'aipoipo	I married
maua la'u fānau	getting my child
(C) 'Ua tagi le pepe talu mai analeilā.	The baby has been crying since early today.
tūto'atasi Samoa le 1962	Samoa has been independent since 1962.
i ai le malae va'alele le taua	There's been an airport since the war.
ma'i le tama ananafi	The boy was sick since yesterday.

II. 'O lē, 'o ē - he whom, they whom

(A) 'O lē e amiolelei, e alofa i ai le Atua.	He who is good God loves.
agalelei	is kind
tatalo	prays
salamō	repents
(B) Tatou te su'ea le tama, 'o lē na togia le moa.	Let's look for the boy who stoned the chicken.
fasia lo'u uso	beat my brother
palauvale mai	cursed at us
fa'atupua le misa	caused the quarrel
(C) 'O ē 'ua muamua mai e maua mea'ai.	They who are first will get the food.
le taui	the reward
āvanoa	the space
le meaalofa	the gift
(D) 'O ē na solitulāfono 'o le'ā maua le fa'asalaga.	They who broke the law will recieve the punishment.
ō i le falepuipui	go to jail
velea le ma'umaga	weed the plantation
sasaina le vao	cut the grass

LESSON FIFTY-THREE

TOPIC: Miscellaneoms structures.

(a) past perfect ....'ua 'uma ona
(b) after
    past.............'ina 'ua 'uma
    future...........pe 'ā 'uma
(c) to become.............'avea ma
(d) to act as ....fai ma
(e) self reciprocals

METHOD: Substitution drills.

TIME: 45 minutes.

THE LESSON

I. 'Ua 'uma ona - past perfect.

(A) 'Ua 'uma ona fai.	It has been done.
sāuni	prepared
fa'amatala mai	explained to me
vali	painted

(B) 'Ua 'uma ona 'ou va'ai i le ata.	I have seen the picture.
'ai palolo	eaten palolo
faitau lenā tusi	read that book
tā'ele	bathed

(C) 'Ua 'uma ona lua 'a'ai?	Have you(2) eaten?
tā'e'ele	bathed
fa'aipoipo	married
sisiva	danced

II. 'Ina 'ua 'uma, pe 'ā 'uma - after past, after future.

(A) 'Ina 'ua 'uma le tīfaga sa mātou toe fo'i i le fale.	After the movie we returned to the house.

'Ina 'ua 'uma le ā'oga sa mātou toe fo'i i le fale.	After the school we returned to the house. house.
timu	rain
tā'aloga	game

'Ina 'ua 'uma ona 'ai sa moe Simi.	Jim slept after eating.
tatalo	praying
tā'ele	bathing
su'esu'e	studying

(B) 'Ā 'uma le fiafia 'ou te moe loa.	After the fiafia I'll go to sleep.
le talanoaga	conversation
le ā'oga	school
tala mai atunu'u mamao	news

Tou te ōmai pe'ā 'uma ona 'a'ai.	You (pl) come after eating.
fai le kuka	doing the cooking
fau le fale	building the house

III. 'Avea ma - to become.

(A) E fia 'avea a'u ma faife'au.	I want to become a pastor.
fōma'i	doctor
faiā'oga	teacher
failautusi	secretary
matai	chief

(B) Sa 'avea 'o ia ma faipule i le tausaga 'ua te'a.	He became an M.P. last year.
leoleo	a policeman
pelesetene	a president
minisitā	a minister

IV. Fai ma - to act as.

(A) E tatau ona fai 'oe ma ta'ita'i.	You should act as leader.
failautusi	secretary
teutupe	treasure
leoleo	police

(B)	Na fai Simi ma o'u tamāfai.	Simi acted as my foster father.
	faiā'oga ulu	head teacher
	matai	chief
	pule	boss

V. Self - reciprocals

(A)	'Ou te faia lava e a'u le gāluega.		I'll do the work myself.	
	totogia	pili	pay	bill
	su'ea	pua'a	look for	pig
	kukaina	mea'ai	cook	food

(B)	Sa ita le tama iā te ia lava.	The boy was angry with himself.
	mimita	was conceited
	fiafia	was happy
	alofa	loved

(C)	Na 'ou alu nā 'o a'u i le siva.	I went by myself to the dance.
	falepia	bar
	lotu	service

(D)	E sau nā 'o 'oe lava!	You come alone.
	pese	sing
	siva	dance
	galue	work

LESSON FIFTY-FOUR

TOPIC: Miscellaneous structures.

(a) almost.............semanū, toeitiiti
(b) just...............fa'ato'ā
(c) without............aunoa ma
(d) although...........e ui lava ina
(e) that means.........'o lona uiga
(d) in regards to .....e uiga'i

METHOD: Substitution drill.

TIME: 45 minutes.

THE LESSON

I. Semanū, toeitiiti - almost (soon)

(A) Semanū 'ā 'ou lavea i le ta'avale.	I was almost hurt by the car.
naifi	knife
ma'a	rock
niu	coconut

(B) Toeitiiti 'ā 'ou lavea i le ta'avale.	I was almost hurt by the car.
etc	etc

(C) 'Ana 'e lē sau, semanū 'ou te alu atu.	Had you not come I probably (almost) was going to go to you.
moe	sleep
'āmataina le fono	start the meeting
telefoni atu	call you

(D) E toeitiiti 'āmata le koneseti.		The concert will soon start.	
sau	pule	boss	come
tā	logo	bell	ring
'uma	ā'oga	school	be finished

II. Fa'ato'ā - just

(A)	('Ua) fa'ato'ā taunu'u mai le pasi.	The bus has	just arrived.
	pē le mōlī	light	gone out
	vela le mea'ai	food	become ready
	pa'ū le va'alele	plane	fallen

(B)	('Ua) fa'ato'ā 'ou iloa.	I	just now knew.
	tā le lua	It	struck two
	sau le timu	It	started to rain
	maua la'u ta'avale	I	got my car

III. E aunoa ma - without

(A)	'Ua taunu'u mai le mālō 'ae aunoa ma se oso.	The guest arrived without a food gift.
	'atopa'u	a suitcase
	tupe	any money
	lavalava	extra clothes

(B)	Na 'ou fo'i mai e aunoa ma ni se'evae.	I returned without shoes.
	se uati	a watch
	se tusi	a book
	se isi tagata	anyone

IV. E ui lava ina - although

(A)	E ui lava ina 'o le'ā 'ou tu'ua Samoa mo 'Amelika, 'ae 'o le'ā 'ou manatua pea 'oe.	Although I am travelling to America, I will remember you.
	'ou te le fa'agaloina 'oe	I won't forget you
	'ou te fa'amāoni pea iā te 'oe	I'll remain faithful to you
	'o le'ā 'ou tusitusi mai	I'll write to you

V. 'O lona uiga - that means

'Ua timu, 'o lona uiga tātou te lē tā'a'alo.	Its raining, that means we don't play.
'Ua ita Simi, 'o lona uiga e lē mafai ona fa'aaogāina lona va'a.	Simi is angry, that means we can't use his boat.
E le'i sau le faiā'oga ananafi, 'o lona uiga sa leai se ā'oga.	The teacher didn't come yesterday, that that means there was no school.

E 'āmata le tīfaga i le valu, 'o lona uiga 'ua tatau ona tā ō.	The movie starts at eight, that means we'd better go.
'Ua pogisā lava, 'o lona uiga 'ua lata ona timu.	It's very dark, that means it will soon rain.

VI. E uiga'i - in regards to, about

(A)

Sa ma talanoa ma Simi e uiga'i le	ata.	Jim and I talked about (regarding) the	picture.
	fa'alavelave		problem
	fa'amasinoga		court case
	maliu		death

(B)

Na fīnau	teine	e uiga'i le	ā'oga.	The girls argued about (regarding) the school.
	matai		pule	chiefs authority
	tulāfale		lāuga	orators speech
	faifeau		Tusi Paia	ministers Bible

GRAMMAR REVIEW SEVEN

NOTES ON LESSON FORTY-TWO:

There are several structures for asking the question 'why?' in Samoan. Of these, only 'aiseā may be used independently as a single word question (why?). The most common structure however is an idiom formed from the question 'o le ā le mea? (what's the thing?) and followed by a clause describing the action, state, etc, in question.

'O le ā le mea 'ua 'e sau ai?...... What is the thing (that) you have come (for)?

The word mea above can be interpreted as 'reason' thus giving the translation: 'What's the reason you have come?' Another variation of this uses the indefinite article.

Se ā le mea 'ua 'e sau ai?..........Why have you come?

Notice the presence of the particle ai following the verb when the question word or clause comes before the main clause.

'Aiseā 'e te tagi ai?...............Why do you cry?
'E te tagi 'o le ā? ....Why do you cry?

As with the question 'why?', the answer 'because' can be expressed several ways. If the clause containing 'because' refers to a fact or something real and certain, 'auā is used.

Mā te lē fia ō 'auā 'ua timu........We don't want to go because it's raining.

Notice that 'auā can be used with all the tense markers.

'Auā sa timu........................Because it rained.
'Auā 'o lo'o timu...................Because it's raining.

'Ona is used in construction to give 'ona 'ua (because) and 'ona 'o (because of). The first of these can be used when the clause refers to non-facts or things speculative. Tense markers are not present in a clause containing 'ona 'ua, the tense being derived from the main clause.

'Ou te alu i Niu Sila 'ona 'ua 'ou fia faigāluega.......I'm going to New Zealand because I want to work.

'Ona 'o is used mostly for nouns and noun clauses and therefore translates: 'because of'.

'Ou te le sau 'ona 'o le maile.......I didn't come because of the dog.

Leaga (bad) can also be used to mean 'because', but is used colloquially. It simply replaces 'aua as the conjunction between the main and subordinate clauses. Usually, the subordinate clause following leaga expresses a negative idea. As with 'auā, all the tenses markers can be used with leaga.

'Ua fa'anoanoa le teine leaga sa ita lona tinā.......The girl is sad because her mother was angry.

The word ina when used with 'ua also means 'because'. As with 'ona 'ua it can be used for non-factual or speculative clauses and is not followed by any tense marker (other than 'ua). Since 'ina 'ua is also used to indicate 'when- past' (see lesson 45), its translation as 'because' can carry a past causitive meaning.

'Ou te pese ina 'ua 'ou fiafia..... I sing because (since) I'm happy.

NOTES ON LESSON FORTY-THREE:

The conjunction 'but' in Samoan is represented by two words 'a, and 'ae. Churchward and Pratt both suggest that 'ae could be a combination of 'a (but) and e (tense marker) but it is written as one word now. 'A is normally used before 'o (the nominative particle), e, 'ua, 'o lo'o (or 'o), se'i and 'ona (because). In any other situation, 'ae is used.

Na ō lātou, 'ae 'ou te le'i alu.... They went but I didn't go.
'Ou te fia alu 'a 'ua timu......... I want to go but its raining.

'Ae peita'i is an idiom used to express the English 'nevertheless, and yet'. It is almost always used to contrast positive and negative statements.

Sa taumafai le foma'i 'ae peita'i na oti le ma'i...The doctor tried hard but nevertheless the patient died.

NOTES ON LESSON FORTY-FOUR:

The conjunctions 'if' and 'when' in Samoan must be distinguished within the context of the sentence. There is only one word for each tense representing these two English words.

Present tense. The conjunction 'ā (if, when) is used to introduce the dependent clause in present or implied future tense statements ('ā may be derived from 'o le'ā, the future tense marker, and the conjunction 'a - but.) No tense markers may be present in the dependent clause with 'ā. If the dependent clause comes after the main clause, 'ā is preceeded by pe. In addition, only conditions capable of fulfillment may be expressed with 'ā.

Sau nānei pe'ā mafai................ Come later if its possible.
'Ā mafai, sau nānei................. If its possible, come later.

Future tense. The word 'āfai (if, when), is more definite that 'ā and is used mostly in statements of the future. Tense markers must be used in the dependent clause with word 'āfai and for this reason, āfai can express past tense as well as future.

'Āfai sa lātou 'a'ai analeilā, 'o le'ā toe fia 'a'ai nānei. .... If they ate earlier, they will want to eat again later.

As with 'ā, the word pe preceeds 'āfai if the dependent clause follows the main clause, and only conditions capable of fulfillment may be expressed.

Past tense. Past conditional (if, when), is usually represented with the word 'ana (combination of 'ā - but, and nā - past tense marker). As opposed to 'ā and 'āfai, 'ana can be used to express conditions incapable of fulfillment and although tense markers are not used in the dependent clause with 'ana, use of adverbs of time enables the present and future tenses to be expressed.

'Ana mafai ona 'ou alu taeao,.....If I could go tomorrow, it would be
'ua lelei. good.

Notice that the independent clause can only use the 'ua or e/te tense markers. If the dependent clause follows the independent clause, the word pe must come before 'ana. In addition students may sometimes hear po before the independent clause when this clause follows the dependent.

'Ana lē timupe 'ua 'ou sau........If it hadn't rained, I would have come.

NOTES ON LESSON FORTY-FIVE:

The word 'a is used together with the short form of 'o lo'o to give the conjunction 'while' ('a'o). 'A'o may begin the sentence or occur between the independent and dependent clauses. Although 'a 'o cannot take any tense markers in its dependent clause, past, present and future can be expressed through the tense of the main clause.

Sa 'ou i 'Amelika 'a'o fai le taua. ....I was in America while (during) the war.

'O le 'ā 'e fāgota 'a'o o'u faia le mea'ai..You will fish while I make the food.

Notice too that the pronoun o'u is used instead of 'ou for the first person singular.

While is also expressed with the words 'ina 'o, and manū 'o in place of 'a'o, but these are infrequent.

The conjunction 'when' (past) is constructed with the word 'ina and the tense markers 'ua, 'o, 'ā, but never na/sa. 'Ina 'ua is the most common of these.

'ina 'ua alū 'o ia....................when he was gone.
'ina 'o alu 'o ia....................when he was going.
'ina 'o le'ā alu 'o ia................when he was about to go.

Notice that all of these refer to past time. The structure for future and present (when, if) is in lesson 44.

NOTES ON LESSON FORTY-SIX:

The conjunction 'before' is usually formed with le'i (not-past) and the conjunctions 'ae (but) or 'a'o (while). There is a slight difference in the two structures; 'ae le'i can be translated as 'but' (with a past meaning), whereas 'a'o le'i usually means 'before'.

Na taunu'u mai le pasi 'ae 'ou te le'i sau. •••The bus arrived before I came.(but I didn't come.)

E sau Sina 'a'o le'i tāina......Sina will come before eight (o'clock).
le valu.

There are two other structures meaning 'before' used in place of 'ae le'i and 'a'o le'i, but these are not frequently encountered.

'ina 'o le'i......................before
manū 'o le'i......................before

NOTES ON LESSON FORTY-SEVEN:

Se'iloga (unless) is derived from se'i iloga (let it be known or distinguished). As a conjunction it can occur with or without a tense marker in the dependent clause. Vaganā is also used sometimes in place of se'iloga (see lesson 48). Se'i (until) and its more emphatic form se'ia, are used without a tense marker and may occur with or without any antecedent clause.

Fa'atali mai i 'ī se'i o'u sau..Wait here until I come.
Se'i alu le pasi!..............Wait till the bus goes!

Notice that the o'u form of 'ou (I) is used with se'i.

Ne'i (lest, or else) also does not require a tense marker in its dependent clause and usually conveys a negative sense to the sentence.

Fa'aeteete ne'i 'e lavea........Be careful or else you'll get hurt.

NOTES ON LESSON FORTY-EIGHT:

The conjunctions 'aemaise (especially) and vaganā (except) are usually followed by the intensifier lava. Both 'aemaise and vaganā are used in the same manner as their English counterparts. Vaganā however, is sometimes used to mean 'unless' and as such can be followed by a verbal clause.

Na ōmai lātou 'uma vaganā Simi..Everyone came but(except) Simi.
E popoto 'outou 'aemaise lava Sina. .You're smart, especially Sina.
E lē 'āmataina le ā'oga vaganā lava 'ua 'e sau. .The school won't start unless you come.

NOTES ON LESSON FORTY-NINE:

The idiom 'ona.....(ai) lea (and then) can have two meanings. It can be used to express sequence (I bathed and then left). The particle ai is usually omitted in such sentences. It may also be used to express cause and effect (I shot the pig and so (then) it died), in which case ai may follow the verb. In both constructions, two clauses are joined by 'ona and the verb is followed by lea or ai lea.

Sa 'ou tā'ele ona 'ou alu lea i Apia...I bathed then went to Apia.
'Ua tumu le pasi,'ona 'ou lē alu ai lea......The bus was full so I didn't go.

Note that tense markers are not used in the clause containing 'ona....lea, the tense being determined by the tense of the main clause.

NOTES ON LESSON FIFTY:

'Ina 'ia (in order to, in order that) is used as a conjunction between two clauses. The clause containing 'ina 'ia does not require a tense marker, the tense being determined by the main clause.

Sa 'ou faigāluega 'ina 'ia maua....I worked in order to get a car.
se ta'avale.

'Ou te faigāluega 'ina 'ia maua....I'm working in order to get a car.
se ta'avale.

NOTES ON LESSON FIFTY-ONE:

Pe and po are essentially equivalent in meaning and use. Both can be used as the conjunction 'or'. In addition, both can also serve as interrogative particles when occuring at the beginning of a sentence. As interrogative particles, they are most often used to express the English 'I wonder'.

Po 'ua alu ia.....................I wonder if he has gone.

They are sometimes used before ordinary questions but this is not necessary because voice inflection or question mark serve the same purpose.

(Po) 'o le ā le mea lea?..........What is this thing?

In most cases, pe is used before words beginning with e, a, i and consonants: Po is used before o, and u. The idiom pe leai (or not) is very common.

'E te fia'ai pe leai?...........Do you want to eat or not?

The word 'ese (to be different) is used in two ways. To express a difference between two things, the word 'ese is placed before each of the two words.

E 'ese 'oe 'ese a'u.............You're different from me.

To describe only one thing as being different or strange, the word 'ese'ese is used before that one word.

E 'ese'ese 'oe..................Your strange (different).

Tutusa (the same) is derived from tusa (to be the same). The later being use mostly as an adjective and the former a verb. In sentences of comparison, tutusa occurs before the words being compared. Fōliga (appearance) is generally used when describing people.

E fōliga tutusa Simi ma Pili......Simi and Pili look the same.

Pei (to be like) is frequently followed by the intensifier lava. It can also be use to describe appearance but without the word fōliga.

E pei lava le tama 'o lona tamā....The boy looks just like his father.

Fa'apea (to think, suppose) is the most common word used for the English structures like: 'I think, he thought, etc. A very common mistake for beginners is to use the verb māfaufau (to think) as the English: it was my opinion/understanding. In this case only fa'apea can be used.

E fa'apea a'u 'ua 'e iloa.......I thought you knew.

NOTES ON LESSON FIFTY-TWO:

'O le mea lea is a common idiom used to express the English: 'that's why , that's the reason why.' It can be used to link two phrases showing cause and effect or simply to begin a sentence describing the effect (that's why I didn't come, etc).

Talu (since) can be used three ways, each with a different meaning. With the particle ai following talu the meaning becomes since of because. Verbs do not normally follow talu ai.

'Ua 'ou ita talu ai lou lē māfaufau. ....I'm angry since (because of) your lack of consideration.

If talu is followed by ona the meaning becomes 'since' in the sense of 'due to, or owing to.' A verb is usually present after talu ona.

'Ua mātou fiafia talu ona 'e sau..We are very happy since you've come. (due to your comming)

When dates or specific periods of time are mentioned, talu mai is used. In this case talu mai translates 'since' or 'from'.

'Ua 'ou nofo i Samoa talu mai le tausaga 1973. ....I've been in Samoa since (from) 1973.

The relative pronouns of the Nominative case are lē (who - singular) and ē (who - plural). If it occurs in place of the main noun or pronoun (which is omitted as obvious or understood), lē (or ē) translates as 'he who' (they who).

'O ē sa gālulue ....They who worked....

Frequently, if lē or ē occur after a main clause they may be omitted, in which case the tense marker implies the proper meaning.

'Ua oti le tama sa lavea i le tā'aloga. .....The boy died (who was) injured in the game.

In many case too, the relative particle ai can serve as a relative pronoun (who, which, that). Ai must follow the verb in all cases.

'O le teine na 'ou va'ai i ai.....The girl who I saw.
'O le upu na 'ou fai atu ai.......The word which I said.
'O mea 'ou te mana'o ai...........Things that I want.

NOTES ON LESSON FIFTY-THREE:

The tense marker 'ua is used to show perfect tenses. Remember from earlier lessons that 'ua can be translated either in the simple present tense or the perfect tense.

'Ua 'ou sau.......................I am comming; I have come.

Past perfect usually requires a helping verb such as 'uma (to be finished) or leva (to be a long time) and the word ona.

'Ua 'uma ona 'ou 'ai.............I have eaten.
'Ua leva ona 'ou iloa............I have known for a long time.

Note too that in colloquial speech ona is often shortened to na.

'Ua 'uma na 'ou 'ai..............I have eaten.

The idiom for 'after' ('ina 'ua 'uma - past, pe'ā 'uma - future), also uses the helping verb 'uma - to be finished. From lessons 44 and 45 it can be seen that these two phrases can be translated 'when finished (past)', and 'when finished (future)'.

If a verbal phrase follows these idioms, the word ona must be used after 'uma.

'Ina 'ua 'uma ona 'ou 'ai........After I had eaten...
Pe 'ā 'uma ona 'a'ai............After they eat...

If a noun phrase follows, ona is omitted.

'Ina 'ua 'uma le mea'ai............After the meal....

The two idioms 'avea ma (to become), and fai ma (to act as) can be used two ways without changing meaning. The idiom can follow the subject in which case 'avea ma (or fai ma) are not separated.

'Ou te 'avea ma faiā'oga.........I'm going to be a teacher.

The idiom can preceed the subject, in which case 'avea (or fai) comes before the subject and ma immediately after.

Sa fai a'u ma faiā'oga...........I acted as a teacher.

Note that all the tense markers can be used with these two idioms. Remember from Lesson 14 that simply placing two nouns (pronouns) in apposition gives the verb 'to be' but only for the present tense.

'O a'u 'o le faiā'oga............I am a teacher.

The most common self-reciprocal structure in Samoan is formed with the word nā (only). This word is always followed by the nominative particle 'o and is therefore sometimes written as nā'o.

NOTES ON LESSON FIFTY-FOUR:

Toeitiiti (almost) is frequently followed by lava, the intensifier. Semanū (almost, nearly) is also written manū. Just (fa'ato'ā) is also expressed by the word ananei (just now-lesson 33).

Fa'ato'ā 'ou sau..................I've just come.
Na 'ou sau ananei................I've just come.

The conjunction e ui lava ina (although, even though) is quite formal in Samoan and although used in everyday speech it is more often replaced by the one word, 'ae (but).

Note to that in present tense, 'ua and e are left out, and the tense marker follows ina directly. With other tenses however, the tense markers are included and follow ina.

E ui lava ina alu le teine, e lē... 'o fa'anoanoa lona uso.	Even though the girl is going, her sister isn't sad.
E ui lava ina sa alu le teine,...... e lē fa'anoanoa lona uso.	Even though the girl left, her sister isn't sad.
E ui lava ina 'o le'ā alu le teine.. e lē fa'anoanoa lona uso.	Even though the girl will leave, her sister isn't sad.

With the ui lava ina construction, the adverbs lava and pea are often used to mean 'nonetheless' or 'still'

'O lona uiga (that means) is an idiom used commonly to preface conclusions. It can be used with all the tenses.

'O lona uiga 'e te le'i alu.........That means you didn't go.

Another common idiom using uiga (meaning) is e uiga'i (in regards, to, about). Note that it is followed by a noun or noun clause.

* * *

WORK SHEET NUMBER SEVEN

I. From the following list of words, choose an appropriate word to complete each of the following sentences:

masalo	perhaps	suamalie	sweet
tuai	late	mātamata	to look at
vave	quick	feoloolo	fair
aogā	to be useful	saosaoa	fast
fa'aaogā	to use	'ese'ese	different
fīnau	argue	'umi	tall
'onā	drunk	pa'e'e	skinny
'ino'ino	hate	vae	leg
uila afi	motor bike	naifi	knife
māsani	to be used to	to'alua	spouse
atamai	clever	manatua	remember
fa'aipoipo	marry	totogi	pay
ulugāli'i	couple		

1. 'O ai na fa'asukaina le ti? 'Ua ______________________ tele.
2. 'Ua ______________ tele le pasi. E lē mafaufau le 'avepasi.
3. Na 'ou taunu'u _____________ i le a'oga. Sa ita le faiā'oga.
4. Sau ____________. E toeitiiti alu le pasi.
5. 'Ua ____________ le tama lea 'auā fa'ato'ā inu pia.
6. 'O le __________ fou lea. Fa'ato'ā lā fa'aipoipo.
7. E fa'alēlelei la'u gāluega, 'ona 'o le maulalo o le _____.
8. E lē ______________ lelei mā'ua ma le teine fou.
9. E lē ______________ tele se uila afi pe 'ā tīmuga.
10. Sa lavea le teine 'i le ________________.
11. 'O lo'o ________________ matai ia e uiga'i le fanua. Masalo e toeitiiti sau se leoleo.
12. Ta'u mai lou igoa, fa'amolemole. 'Ou te lē ______________ ai.
13. E nonofo i le fale lea Simi ma lona ________________.

II. By changing the position of the conjunction, give an alternative form for each of the following statements:

(i.e.) Sa 'ou tagi 'ina 'ua oti lo'u tamā.
becomes: 'Ina 'ua oti lo'u tamā, sa 'ou tagi.

1. Sa fiafia tele le teine 'ina 'ua taunu'u mai lona uso.
2. 'A 'o ā'o'oga tamaiti laiti, sa faigāluega o lātou mātua.

3. Sa sāuni mea'ai e teine, 'a'o fai le fono a matai.

4. 'Ina 'ua pa'ū le va'alele, na feoti tagata e to'atele.

5. 'Ā toe tupu se misa, e tatau ona fa'asā siva i le nu'u.

6. Talu ona oti le toea'ina, 'ua fia oti fo'i le lo'omatua.

7. Sau e fai se mālōlōga pe'ā 'e mana'o ai.

8. 'Ua fiafia tele le fāilele talu ona fānau. (fāilele- nursing mother)

III. Make a single sentence from each of the following sets of clauses using any conjunction that fits the meaning.
(i.e)

Na sau le tama...............'O lo'o tālanoa le teine ma lona tamā.

Na sau le tama'a'o tālanoa le teine ma lona tamā.

or: '0 lo'o tālanoa le teine ma lona tamā, 'ina 'ua sau le tama.

1. Sa tupu se fa'alavelave. Sa faia le siva.

2. 'O le'ā mā ō. E taunu'u mai le ta'avale.

3. Mā te ō. 'Ua taunu'u mai le ta'avale.

4. Sa malaga lona tinā i 'Amelika. Sa fa'anoanoa le teine.

5. 'Aua le alu i fafo. 'E te susū i le timu. (susū-to be wet)

6. Fa'atali i 'ī. E sau le pasi.

7. 'Ou te lē alu. 'Ou te alu pe 'ā 'uma le mea'ai.

IV. Use each of the following groups of words correctly in a sentence.

1. ulavale, fasioti, 'aveta'avale (fasioti-to kill)
2. faitau, Tusi Pa'ia, falesā
3. fa'atau, fou, 'ofu
4. faiā'oga, lēsona, manatua
5. fesoasoani, teine, faife'au
6. alofa, tinā, pepe
7. malaga, Niu Sila, va'a
8. tupe, 'avatu, faletupe
9. sola, utā, pagotā

V. Change these sentences to equivalent ones, using the conjunction e ui lava ina (although)

1. 'Ua 'aulelei tele le teine, 'ae sa mumusu ai 'uma tama.

2. 'Ua lā'itiiti tele le pasi, 'ae sa ofi ai lava le to'atele o tagata. (ofi-to fit)

3. Sa ma'i tīgāina le lo'omatua, 'ae sa alu pea i le lotu. (tīgāina-acute)

4. 'O le'ā 'ou faia le mea 'ai nānei, 'ae 'ou te lē fia 'ai fa'atasi ma 'outou.

VI. Complete the following sentences:

1. 'Ou te ma'i tele, 'o le mea lea...
2. E toeitiiti pō, 'o lona 'uiga e tatau ona...
3. Sa tāpuni le fale'oloa, 'o le mea lea....
4. 'Ua ma'i le faiā'oga, 'o lona uiga....

VII. Answer these questions with a self-reciprocal form:

1. 'O ai na faia lau pusa?
2. 'O ai sa fauina lou fale?
3. 'O ai lua te nonofo 'i le fale?
4. Na faia e le teine lau mea'ai?

VIII. Answer the following questions in complete statements:

1. E tutusa le 'umi 'o se tama'itiiti ma se tagata matua?
2. E fōliga tutusa le tagata Saina ma se tagata Samoa?
3. E 'āiga fa'atasi 'oulua ma lou uso?
4. E 'ese le lu'au 'ese le pālusami?

IX. Using 'ina'ia answer the following questions:

1. 'Aiseā e toe fia ā'oga ai le tama?
2. 'O le ā le mea 'ua fa'atau ai e le teine lona 'ofu fou?
3. 'Aiseā 'ua fa'atali ai le ulugāli'i i le pasi.

X. Complete the following sentences using se'iloga:

1. E lē toe mālosi le ma'i....
2. E lē mafai ona 'ou fiafia...
3. 'Ua fa'anoanoa tele le teine...

XI. General review of conjunctions:
Complete the following sentences using any of the following conjunctions:
'ina 'ia, 'ina 'ua, 'a, 'ae, 'a'o, 'ina 'ua 'uma ona, se'i, ne'i, 'auā, leaga, pe 'ā, 'āfai, 'ona 'o.

1. 'Ua 'ou ita tele...
2. E lē toe ā'oga le teine...
3. Masalo 'ou te 'avea le pepe i le falema'i.
4. 'Aua 'e te 'a'e i le niu...
5. ... na vāivai le 'aulakapī.

DIALOGUES

STORIES

The following dialogues and comprehension stories are intended to help the student gain practice in using the different structures learned in Units 1-7. Some of the most common situations in which a student is liable to find himself are represented in this unit. The questions and responses are not only typical for any given situation, but many will undoubtably be encountered verbatum. Colloquial Samoan is used whenever possible to enable the student to become aware of the possible variations of the classroom structures that have been presented in previous units. This applies to pronounciation as well as sentence structure and for this reason it is necessary for the instructor to model these dialogues in the same manner as they would normally be spoken. Voice inflection, actions, facial expressions, and material aids are important in presenting these dialogues, and every effort should be taken to duplicate the conditions of the dialogue being used. (i.e. storekeeper, customer, goods, money, should be available for Dialogue 3: shopping). In addition, these artificial situations should be expanded out of class by practice in real situations in the presence of an instructor.

DIALOGUE ONE

FEILOA'IGA MA FA'AMAVAEGA

(COMMON GREETINGS AND FAREWELL)

Tala a Simi:	**Tala a Mika:**
1. Tālofa ali'i! (Hello sir)	1. Tālofa! (Hello)
2. Mālō le soifua! (Good health to you)	2. Mālō fo'i le soifua! (Good health to you too)
3. 'O ā mai 'oe? (How are you?)	3. Manuia lavà fa'afetai.'Ae ā 'oe? (Fine thanks) (How about you?)
Fa'apēnā fo'i a'u. (Same with me)	
4. 'Ā 'e alu i fea? (Where are you going?)	4. 'Ou te alu i lo mātou fale. (I'm going home)
5. 'Ou te alu fo'i i le fale. (I'm going home too)	5. 'Ia, so'u alu ane. (Well, I'll be going along)
6. 'Ia, alu loa. Soifua ali'i! (O.K., go ahead. Bye.)	6. Tōfā (fā) soifua! (Good-bye)

VOCABULARY:

tālofa: (hello, good morning, good evening, good afternoon), mālō: (word of encouragement, congratulation); soifua: (life, health), manuia: (well), fa'apēnā: (like that ...), fale: (house, home), fā: (good-bye) short for tōfā, so'u: (I'll be ...).

ALTERNATE RESPONSES:

'O fa'apēfea mai 'oe? (How are you?)	'Ua mālosi fa'afetai. (I'm healthy/strong, thanks)
'Ua manuia 'oe? (Are you well?)	'Ua fa'alēmanuia. (Not too well)
'Ua mālosi 'oe? (Are you strong/healthy?)	'Ua feoloolo. (I'm just all right.)
	'O lo'o tātā le fatu. (The hearts still beating; slang)
'Ā fa'afefea? (How about you?)	'Ou te alu i tai. (I'm going towards the coast)
'O fea 'ā 'e alu i ai? (Where are you going?)	'Ou te alu fa'apea. (I'm going that way)
'O fea 'e te alu i ai? (Where are you going?)	'Ou te alu i utā. (I'm going inland)

DIALOGUE TWO

'O FESILI MA TALI ATU I LE TAGATA

(BIOGRAPHY-QUESTIONS AND ANSWERS)

3

Faiā'oga: (teacher)	**Mika**:
1. 'O ai lou igoa? (What's your name?)	1. 'O Mika. (Mike)
2. 'O fea lou atunu'u? (Where's your country?)	2. 'O 'Amerika. (America)
3. E fai sou to'alua? (Have you a husband/wife?)	3. E leai, e le'i tāitai. (No, not yet.)
4. E fia ou tausaga? (How old are you?)	4. E luasefulu lua. (Twenty-two, 22)
5. 'E te faigāluega i Samoa? (Do you work in Samoa?)	5. 'Ioe, 'ou te faiā'oga. (Yes, I teach)
6. 'E te fiafia 'i Samoa, pe leai? (Do you like Samoa or not?)	6. 'Ou te fiafia tele i Samoa. (I like Samoa a lot.)

VOCABULARY

igoa	name	suafa	name (polite), title
to'alua	spouse	fa'aipoipo	to marry, married
atunu'u	country	tausaga	year, age
galue	to work	faiā'oga	teach, teacher
tāitai	not yet reached	faigāluega	to work at a job

ALTERNATE RESPONSES:

'O ai lou suafa?	(What's your title/name (polite)?)
'O lo'u igoa 'o Simi.	(My name's Jim.)
'O ai lou atunu'u?	(Who is your country?)
'O fea le atunu'u 'e te sau ai?	(What country do you come from?)
'Ua 'e fa'aipoipo?	(Are you married?)
'O le ā lau gāluega i Samoa?	(What's your work in Samoa?)

* * *

DIALOGUE THREE

FA'ATAUGA
(SHOPPING)

Fa'atau'oloa:(shopkeeper)	Tagata fa'atau:(customer)
1. E i ai se mea 'e te mana'o ai? (Is there anything you want?)	1. Fa'amolemole, e maua ni fasipovi? (Have you any beef, please?)
2. Leai, 'ua 'uma. (No, we're all out.)	2. E toe maua āfea? (When will you get some more?)
3. Masalo 'o taeao, po 'o le Aso Gafua. (Maybe tomorrow or Monday.) 'O lo'o maua fuāmoa. (We have eggs.)	3. E fia le tau? (What's the price?)
4. Tālā i le tāseni. (A dollar per dozen)	4.'Ia,'aumai se 'āfa tāseni. (O.K., give me half a dozen.) 'E te iloa se fale e fa'atau ai fasipovi? (Do you know a store where meat is sold?)
5. E ā le fale o B.P.? (How about Burns Philp?)	5. Leai, e maua, 'a 'ua taugatā tele. (No, they have, but it's very expensive.)
6. Masalo e taugōfie iā Nelesoni. (Perhaps it's cheap in Nelsons)	6.'Ia, so'u alu i ai. Fa'afetai lava. (O.K. I'll go there. Thanks)

VOCABULARY

fale'oloa.......shop, store
fa'atau.........to shop, buy
fia.............how much
taugōfie........cheap
fasipovi........beef
tāseni..........dozen
tau.......price
taugatā...expensive
mana'o....desire, want
tālā......dollar
'aumai.....give
fa'atau'oloa..salesman, shopkeeper

ALTERNATE RESPONSES:

E maua. (We've got it.)

Toeitiiti maua. (We're getting it soon)

E lē toe maua. (We're not getting it again)

E ta'i fia i le tāseni?
(How much per dozen?)

DIALOGUE FOUR

FA'AMASINOGA O ITULAGI
(GIVING DIRECTIONS)

Tala a Simi:	Tala a Mika:
1. Fa'amolemole, 'o fea le fale o Nelesoni? (Please, where's Nelson's store?)	1. 'O lā e i tafatafa 'o le fale o Eveni. (It's next to Carruther's store.)
2. 'A'o fea le fale lenā? (But, where's that store?)	2. Alu sa'o fa'apea. (Go straight in this direction.) E fa'afeagai ma le 'Ofisa o Pisikoa. (It's facing the Peace Corps Office)
3. E mamao? (Is it far?)	3. Leai, e lē mamao tele. (No, it's not very far.)
4. E mafai ona 'ou savali i ai? (Can I walk to it?)	4. 'Ioe, e mafai. (Yes, it's possible)
5. 'Ia, so'u alu. Tōfā. (Well, I'll be going. Bye.)	5. Tōfā soifua. (Good-bye.)

VOCABULARY

fale	house, building, store	tafatafa	next to
alu sa'o	go straight, directly	fa'afeagai	facing
mamao	far	mafai	be able
tatau	must, should		

ALTERNATE RESPONSES

'Ioe, e fai sina mamao. (Yes, it's a bit far.)

Leai, e lē mafai. (No, it's not possible.)

E tatau ona 'e alu i se ta'avale. (You should go in a car)

* * *

DIALOGUE FIVE

FA'ATONUGA 'AIGA I LE FALE'AIGA

(ORDERING ITEMS IN A RESTAURANT)

Teine Laulau'aiga (waitress):	**Mika**:
1. 'Ua fa'atonu sau 'aiga? (Have you ordered yet?)	1. Lēai. 'O ā mea'ai 'o maua? (No. What food have you got?)
2. E maua sanuisi, hamupeka, kale ma le araisa. (We've got sandwiches, hamburgers, curry and rice.)	2. E lē maua ni sosisi? (Don't you have any sausages?)
3. Leai, 'ua 'uma. E toe maua taeao. (No, we're out. You can get it tomorrow.)	3. Fa'amolemole, 'aumai ni hamupeka se lua. (Please, bring two hamburgers.)
4. 'Ae ā se mea inu? (How about something to drink?)	4. 'Aumai se fagu moli. (Bring a bottle of orange soda)

LATER:

5. E i ai se isi mea 'e te mana'o ai? (Would you like anything else?)	5. Leai, 'ua 'ou mā'ona fa'afetai. (No, I'm full thanks.)
6. 'Ia, e tasi le tālā. (One dollar.)	6. E i ai sau sui mo le lua tālā? (Have you change for $2?)
7. E i ai. (There is.)	7. 'Ia, le tupe lea. Fa'afetai. (O.K., here's the money. Thanks.)

VOCABULARY

fa'atonu	order	toe	again
mea inu	drink	mā'ona	to be full
pili	bill	faga moli	bottle of orange
sanuisi	sandwich	'aiga	meal
tālā	dollar	mo = for	
kale	curry	fale'aiga	restaurant
sui	change	se isi	another

ALTERNATE RESPONSES:

'Ioe, 'ua 'uma. (Yes, I've ordered.)

'Ioe, toe 'aumai se isi hamupeka se tasi. (Yes, bring another hamburger)

DIALOGUE SIX

FETU'UNA'IGA O LE TOTOGI MA LE 'AVETA'AVALE

(NEGOTIATING PRICES WITH A TAXI DRIVER)

Pāsese: (passenger)	**'Aveta'avale:** (taxi driver)
1. E fia le pāsese e alu ai i le Grand? (How much is the fare to go to the Grand Theatre.)	1. E tolusefulu sene. (It's thirty cents.)
2. E lē luasefulu sene? (Isn't it twenty cents?)	2. 'Ia, pule ā 'oe i le totogi. (Well, it is up to you.)
3. E lē fetaui le tolusefulu sene i se malaga pu'upu'u. (Thirty cents isn't right for such a short trip.)	3. 'Ia, 'ua lava se 'āfatala. (Twenty-sene will be enough)
4. 'Ia, 'ua lelei. Tā ō loa. (That's good. Let's go then.)	4. 'Ia, tā ō. (O.K., let's get going.)
5. Mālō le fa'auli! (Good driving!)	5. Mālō fo'i le tāpua'i! (Good supporting!)

VOCABULARY

ta'avale........ ....car		taxi........taxi	
pāsese..............fare		pāsese......passenger	
tāpua'i ....to be in support.		fetaui......to be appropriate; to match	
'aveta'avale ....driver		'ua lava....it's enough	
fa'auli.............to steer, direct a car.			

ALTERNATE RESPONSES

Pule lava 'oe.	(It's up to you.)
'Ia, 'ua lelei. Tā ō.	(O.K., let's go.)

◆

DIALOGUE SEVEN

FA'AAUAUGA O FA'AMATALAGA TAU I LE TAGATA
(DETAILED BIOGRAPHICAL DATA)

Tala a Simi:	**Tala a Mika:**
1. 'O fea le nu'u o'Amelika 'e te sau ai? (What town in America do you come from?)	1. 'Ou te sau mai Niu Ioka. (I come from New York.)
2. 'O soifua pea ou mātua? (Are your parents still living?)	2. Leai, 'ua mālaia lo'u tamā, 'ae 'o lo'o ola pea lo'u tinā. (No, my father's dead, but my mother's still living)
3. 'O le ā le gāluega sa fai e lou tamā? (What work did your father do?)	3. Sa faigāluega i se kamupanī lomitusi. (He worked in publishing company.)
4. E to'afia ou uso ma tuafāfine/tuagāne? (How many brothers/sisters do you have?)	4. E to'alua o'u uso, 'ae to'atasi lo'u tuagāne/tuafafine. (I've two same-sex siblings and one opposite-sex sibling)
5. 'E te toe fo'i āfea i'Amelika? (When will you return to the state?)	5. Pe 'ā 'uma la'u gāluega. (When my job is finished.)

VOCABULARY

nu'u	village, place	mamao	far
ola	to live, alive (polite-soifua)	uso	same sex sibling
tuafafine	sister (of male)	tuagāne	brother (of female)
oti	die, dead (polite; māliu and mālaia)	pea	still
kamupanī	company	fo'i	go back

ALTERNATE RESPONSES

'O fea lou nu'u i 'Amerika?	(Where's your town in America?)
'O fea le setete i 'Amerika 'e te sau ai?	(What state in America do you come from?)
'O ola/soifua pea ou mātua?	(Are your parents still living?)
Leai, 'ua oti lo'u tinā/tamā.	(No, my mother/father died.)
'Ioe, 'o lo'o ola 'uma.	(Yes, they are both alive.)

* * *

DIALOGUE EIGHT

'O LE EVAGA

(A DATE)

Tama: (boy)	**Teine:** (girl)
1. Teine, e 'ese lou 'aulelei. (Girl, you're so beautiful.)	1. Fa'afetai. (Thank you.)
2. Sau tā eva. (Come let's talk ;to get together at night.)	2. 'A'a! (Cut it out!)
3. E 'ese lou fia sisi. (You're stuck up.)	3. 'E te lē pule. (You have no business)
4. 'Aua le mimita fa'apea e 'aulelei. (Don't be proud because you're beautiful)	4. 'Ia, e ā lā? (So what?)
5. Sē! Sau tā eva. (Sh! Come let's get together.)	5. Fa'atali se'i pō. (Wait until night time.)
6. 'O fea lā tā te fetaui ai? (Where will we meet?)	6. Fa'atali atu i lalo o fa'i. (Wait under the bananas.)
7. 'Ua lelei, 'aua ne'i 'ē lē sau. (O.K. Don't forget to come.)	

VOCABULARY

'aulelei	beautiful
eva	to roam about at night
'a'a	expression of dissatisfaction
sisi	conceit, held high
pule	boss
mimita	conceit
se'i	until
fetaui	to meet
ne'i	not on any account

DIALOGUE NINE

INUGA
(DRINKING)

Tala a Vili:	**Tala a Ioane:**
1. 'E te fia inu pia Ioane? (Do you want to drink beer John?)	1. 'I. (Yes.)
2. Fai iā Sale e 'aumai se lua tālā. (Ask Sale to give us two dollars)	2. Fai 'oe i ai. (You ask him.)
3. 'Ua lava ni fagu se ono? (Are six bottles enough ?)	3. Mānaia! 'Aumai ni ipu ma ligi loa. (Great! Get some glasses and pour.)
4. E mālosi le pia? (Is the beer strong?)	4. Le'i e vāivai. (No, it's weak.)
5. Sē, inu ma le pata.) (Drink the foam.)	5. 'Aua le fai tonu valea. (Quit making stupid suggestions)
6. E leaga le pia e tumu ai le manava. (Beer is bad it makes the stomach full)	6. 'Ua 'e 'ōnā. E pu'upu'u lou pute. (You are drunk) (You have a short navel.)
7. 'I, e tasi le 'inisi. (Yes, one inch.)	7. 'Aua 'e te toe fia inu pia. (Don't drink beer anymore.)
8. Leaga, e le'i seti lo'u manava. (My stomach is not set.)	8. 'E i ai se mea 'ai? (Is there any food?)
9. 'Ai le moto. (Eat the fist.)	9. Sē, 'o le mala le mea. (Oh, it's a tragedy.)
10. Se'i 'ai taeao. (You'll get some food tomorrow.	

VOCABULARY

ligi	to pour	pu'upu'u	short
tonu	plan, course of action	pute	navel
tumu	to fill	moto	fist
'ōnā	to be drunk	mala	tragedy
pata	foam		

DIALOGUE TEN

SĀUNIGA O SE IPU KOKO

Tala a Sina:	Tala a Tōmasi:
1. Tōmasi!	1. 'O a'u!
2. Sau i 'Ī, fa'amolemole.	2. 'Ia, 'ua 'ou sau.
3. 'Ou te mana'o i se ipu koko fa'amolemole.	3. E mo'i? 'Ia, 'o le'ā 'ou alu e 'aumai. 'E te mana'o e fa'asuka?
4. 'I, tu'u i ai ni sipuni suka se lua.	4. 'E te mana'o i se susu?
5. Leai, fa'afetai. Nā'o se ipu koko ma ni sipuni suka.	5. 'Ua lelei.
6. 'Aumai ma sau ipu koko?	6. Leai, fa'afetai. 'Ou te lē inu koko.
7. 'Aiseā?	7. 'Ou te lē fiafia i le koko. 'Ou te fiafia i le pia.
8. E leaga le pia.	8. Leai, e lelei le pia.
9. E leaga. 'E te 'ōnā ai.	9. E lē afāina. Nā'o le tasi le ipu koko 'e te mana'o ai?
10. 'I, na'o le tasi lava.	10. 'Ua lelei. 'O le'ā inu lau ipu koko, 'ae inu la'u fagu pia.

VOCABULARY

nā'o	only
e lē afāina	it's all right;
'Ī	here
'ōnā	drunk, intoxicated

DIALOGUE ELEVEN

TĀ'ALOGA KILIKITI

Tala a Semisi:	Tala a Vili:
1. Vili!	1. 'O a'u!
2. Togi mai le polo, fa'amolemole.	2. 'O le ā le polo?
3. Le polo kilikiti!	3. 'Ia, sapo!
4. Fa'afetai. 'E te fia kilikiti?	4. 'O ai 'uma e kilikiti? E le'i 'ātoa 'au?
5. 'O lea 'ua toeitiiti 'ātoa le isi 'au. 'ātoa la mātou 'au.	5. 'O le'ā 'ou kilikiti, 'ae (e) lē mafai 'ona 'ou tamo'e saosaoa. 'O lea e lavea lo'u vae.
6. Sē, 'aua 'e te fiapepe.	6. E lē'o so'u fiapepe! 'O le 'au a ai 'ou te ta'alo ai?
7. 'O le 'au a Simi.	7. 'Ia, 'o a'u lā 'o le'ā te'a.
8. Leai, 'o Ioane lenā e te'a, 'o 'oe e talitua'ā.	8. 'Ua lelei. 'Ua tutu'i 'olo?
9. Leai, tutu'i e 'oe 'olo i 'inā, ma 'avatu le pate lea e tā ai se isi.	9. 'O le 'au a ai 'o le'ā tatā muamua?
10. 'O la tou 'au.	10. 'Ia, 'o mātou fo'i lā e faia le lape, 'ā?
11. 'I, fai fa'alelei la tou lape, 'auā 'a tou faia'ina e osi o tou to'ilalo. E fa'asiva ai fo'i 'oe.	11. 'Ua lelei. Te'a loa le polo!

VOCABULARY

polo	ball
sapo	catch
'o ai 'uma	who all(?)
'ātoa	whole
'o lea	in regards to that
'au	team
saosaoa	fast
lavea	hurt, injure
fai fa'alelei	make it good
faia'ina	to loose in a game
to'ilalo	to be overcome
te'a	pitch
talitua'ā	fielder; to fielder
tutu'i	to pound (into some thing)
'olo	wicket
pate	bat
tā	hit
se isi	someone; something else
tatā	hit (plural); at bat
lape	to sing and dance.
fa'asiva	to cause to dance
osi	loosing team entertains.

DIALOGUE TWELVE

SU'ESU'EGA I LE MATA'UPU

Tala a Simi:	**Tala a Mika:**
1. 'Ua tā le fia, Mika?	1. 'Ua lima minute 'ua te'a ai le sefulu. 'O le ā le mea 'ua 'e fesili ai i le taimi? E i ai sou fa'alavelave?
2. 'I, 'o lenei e tau su'esu'e la'u matā'upu e fai taeao i tamaiti ā'oga i le faleā'ōga.	2. 'O le ā lau matā'upu e fai? 'O le numera po'o le saienisi?
3. 'O le saienisi.	3. 'O le ā se mea 'o fa'alētonu?
4. E leai se mea.	4. 'Ua leva ona 'ē su'esu'e?
5. 'I, 'ua fai sina leva. 'Ua 'ātoa le itūlā.	5. Tālofa e, 'Ua ā lā?
6. 'Ua feoloolo. Na'o le tasi 'o le mea 'ou te lē iloaina pe 'ua lava la'u sāuniuniga.	6. 'Āfai 'ua 'ātoa le tolu itūlā, 'ua tatau ona lava. E i ai se mea 'ou te fesoasoani atu ai?
7. Leai, fa'afetai. Masalo 'ua lava fo'i la'u su'esu'e i lenei pō. 'Ua tatau ona fai sa'u mālōlōga mo le faiga o le ā'oga taeao.	7. 'Ia, faia lea tonu. 'O le'ā 'ou alu fo'i lā 'ou te moe.
8. 'Ua lelei, ma 'ia manuia le pō.	8. Manuia fo'i le pō. Fai se miti lelei.
9. 'Aua le moefiti.	9. Tōfā.
10. Fā.	

'UPU FOU

su'esu'e	to study	sāuniuniga	preparation
tau	trying to	mālōlōga	(n) rest
fa'alētonu	not in agreement	faia lea tonu	do that plan
sina	a little bit	miti	dream
lava	enough	moefiti	to turn much in one's sleep.

DIALOGUE THIRTEEN

TALA I LE MĀKETI

Tala a Simi:	**Tala a Mika:**
1. Sole, 'ā fa'apēfea?	1. Sē,na 'ou sau e su'e se 'ato talo. 'Ā fa'apēfea 'oe?
2. 'Ou te alu i Savai'i.	2. E fa'apēfea ona 'e alu?
3. 'Ou te alu i le pasi.	3. 'Ona ā lea?
4. Ona 'ou tu'ua lea'o Mulifanua mo Salelologa i le'āfa o le sefulutasi i le va'a.	4. E fa'apēfea pe'ā e taunu'u i Savai'i?
5. 'A 'ou taunu'u i Savai'i, 'ona 'ou alu lea i le pasi i Fagamalo. 'Ua tā se fia?	5. Toe lima mīnute i le iva.
6. 'Oi sole, 'ua 'ou tuai. 'Ā nei 'ou te lē maua le pasi.	6. 'Ia, e sili pe'ā 'e momo'e loa i le mea e tutū ai pasi.
7. 'Ia, 'ua lelei. Tōfā.	7. Tōfā soifua. Manuia le malaga.
8. Fa'afetai. Manuia fo'i le fa'amuli, Tōfā!	8. Fā!

'UPU FOU

tu'ua.............to leave

momo'e.(tamo'e)....to run

'oi sole!.........'oh man!(interjection)

tuai...............late

O LO'U 'ĀIGA

'O a'u 'o Simi Mila, 'o se tama 'Amerika. 'O lo'o o'u tafao i Samoa, 'ae lē galo ai lo'u 'āiga i lo'u atunu'u moni. 'O lo'o i ai lea i le Setete o 'Ilinoi, e lata ane i vaitūloto tetele o le Unaite Setete. E lē to'atele lo mātou 'āiga, 'ua na'o o'u mātua, ma lo'u tuafafine 'o lo'o fa'amuli mai ai nei.

'O lo'u tamā 'ua fāsefulu ma le lima ona tausaga, ma 'o lo'o fai lava lana pisinisi ta'avale. E nofo si o'u tinā 'o Lina i le fale ma sāuni mea'ai, 'a 'o Peti 'o lo'o ā'oga i le Univesitē. E māsani fo'i ona āsiasi ane le uso o lo'u tinā ma lana fānau i ni isi taimi i lo mātou 'āiga, ma nonofo ai mo ni nai aso.

E o'o lava ina mālūlū tele le tau i lea nofoaga, 'ae leai se mea e popole ai, auā e mautū mea 'uma i lo mātou fale piliki ma ona fa'amalama tioata mātagōfie. 'O lo'o i ai magālafu ma masini fa'avevela 'ea e māfanafana ai le fale 'ātoa.

'Ā alu loa Siaosi i lana gāluega, 'a 'o Peti i le ā'oga, ona toe loa lea 'o lo'u tinā ma Kili lana pusi, lā te leleo i le aso 'ātoa. E tafe fa'ata'amilo i le togālā'au i tafāfale se ālia manino mānaia. 'O 'inā e fāgota so'o ai Kili ma sau ai ma nai tama'i i'a i le fale. 'O le fa'atoa'aga fo'i lea e māsani ona 'ou ta'oto'oto solo ai ma faitau sa'u tusi, auā e mālū ma fefiloi ai le manogi o fugālā'au 'ese'ese.

VOCABULARY

galo	to forget	o'o	to reach or arrive	māfanafana	warm
atunu'u moni	one's true country	ina	become	'ona toe loa lea	then only remain
lata ane	close to	nofoaga	place	leoleo	watch after
vaitūloto	lake	popole	to worry	tafe	flow
na'o	only	mautū	well built	fa'ata'amilo	around
fa'amuli	stay behind	piliki	brick	togālā'au	garden
fai	to do	fa'amalama	window	tafāfale	next to the house
pisinisi ta'avale	car dealership	mātagōfie	beautiful	ālia	creek
si o'u	my(beloved)	tioata	glass	manino	clear
sāuni	prepare	magālafu	fire place	fāgota so'o	to fish often
māsani	accustomed to	masini fa'avevela	heater	tama'i	small
āsiasi ane	visit	fa'amāfanafana	to warm	fa'ato'aga	garden
ni isi	some other	nanamu	scent	ta'oto'oto solo	lie around
ni nai	some			mālū	cool
fefiloi	mix			fugālā'au	flowers
				'ese'ese	different

1. 'O ai le nu'u o Simi?
2. E to'afia le 'āiga o Simi?
3. 'O le ā le matua o lona tamā?
4. 'O le ā le gāluega a le toea'ina?
5. E to'afia le 'āiga o Simi?
6. 'O ai e leoleoina Lina?
7. 'O le ā le tau i Ilinoi?
8. 'O fea e māsani ona faitautusi ai Simi?
9. 'O ai le tuafafine o Simi?

'O LA'U MĀNAMEA

Na mā feiloa'i ma Sina i le tīfaga ma 'āmata mai ai ona ma uō. 'O se teine āmiolelei tele, 'ae lālelei fo'i. E mānaia lona fuaitino, ma momosi lona pa'u. 'Ua luasefulu nei ona tausaga. Sa ā'oga i le Kolisi o Samoa, ma 'o lo'o faigaluega nei i le falemeli. E nonofo ma ona mātua i lo lātou 'āiga i Lepea. E ui lava ina fiafia 'o ia i tā'aloga ma le tīfaga, 'ae tūmau pea fo'i lona fa'amāoni i lona tiute.

'O se isi aso na mānava mai ai, ona afe ane lea i lo'u fale, fai mai, "Pati, 'ua tatau ona e alu atu taeao tātou te fāilotu, 'auā 'o tala atu taeao 'ou te malaga ai i Niu Sila." 'Ua te'i o'u tino 'ae tau nofo lo'u fatu, ma 'ou fai atu,

"E ā 'ea? 'E te alu 'o le ā? 'O ā na faiga valea fa'apēnā?"

"Malie lou loto! E lē mafai ona 'ou te'ena le āvanoa 'ua 'aumai i la'u gāluega. E na'o le tolu vāiaso." 'O lana tali mai lea.

Sa 'ou 'onosa'i loa ma malie e nofo fa'atali i lea taimi. Na 'ou alu fo'i i le 'āiga e pei 'ona ia vala'auina a'u i la lātou 'aiga fa'amāvae. Sa mātou malaga e fa'amāvae ma Sina i le malae va'alele i lea aso. 'O lo'o o'u fa'atali nei lava se'ia fo'i mai ona ma fa'aipoipo loa lea. E tasi le lave 'ua o'o mei i ai; e lē 'o le tolu vāiaso, 'a 'o le tolu māsina e pei 'ona ia toe tusi mai.

VOCABULARY

manamea	sweetheart	mātua	parents
feiloa'i	to be acquainted with	E ui lava ina	although
ona	then	tūmau	to be firm
āmiolelei	well behaved	tiute	duty
lālelei	beautiful	fa'amāoni	faithful, loyal
fuaitino	complexion, figure	mānava	to rest after working.
momosi	soft, smooth		
ona afe ane lea	then se called in	pa'u	skin
tau nofo lo'u fatu	my heart stood still	te'i o'u tino	a shock ran through my body
te'ena	refuse		
'onosa'i	patience	āvanoa	chance
malae va'alele	airport	se'ia	until
ona mā fa'aipoipo	then we will marry	lave	problem
e pei 'ona	as		

O LA'U MĀNAMEA

Faitau ma su'e tali o fesili nei:

1. 'O ai na tusia le tala?
2. 'O ai lana mānamea?
3. 'O fea sa ā'oga ai lenei teine?
4. 'O ai lona nu'u?
5. 'O fea 'o faigāluega ai nei?
6. Fa'amatala fōliga o Sina ma ona uiga?
7. 'Aiseā na fa'anoanoa ai lana uō?
8. 'O le ā le 'umi na tu'u e malaga ai?
9. Na fa'apēfea ona 'āmata lenei uō?
10. 'O le ā le lagona na o'o i le uō a Sina 'ina 'ua tuai mai?
11. E fia vāiaso 'ua toe tolopō ai le malaga 'ua lē fo'i mai? (tolopō- postpone)

* * *

O SE AFIAFI I LE FALEPIA

E 'ese'ese tagata ma o lātou ma'oi, 'ae mānaia fo'i le tofotofo i mea 'uma. 'O le tasi lā Kirisimasi na malaga mai ai lo'u uso sa i Pago e āsiasi mai. Sa fai mai loa i se tasi aso, "Toma, fai sou 'ofu, 'ae tā ō tā tāfafao i Apia,"

"O Apia i fea 'o le'ā tā ō i ai? 'O la'u fesili atu lea.

"Tā ō se'i fa'amāfanafana o tā toto i le Tanoa"

'Ua 'ou iloa nei le uiga o la mā malaga, 'a 'o a'u fo'i e lē inu, 'ae 'ou te musu fo'i e alu na'o Siaosi 'auā e 'ōnā leaga.

Po'o le fitu na mā taunu'u ai i le Tanoa 'a 'ua tumu 'ātoa le fale i tamāloloa uiga 'ese'ese fa'apea fo'i tamā'ita'i. E mau ē 'o nonofo mau ē e sisiva, ma le ānoano e laulaututū solo. 'Ua tolo fo'i le savali tifatifa ma tautevateva 'ātoa fo'i ma gagana fa'atupu fa'alavelave.

Sa 'āmata loa ona inu la'u tama 'ina 'ua maua si pa'usisi pāganoa, 'o lo'o i ai se laulau ma ni nofoa. Masalo 'ua ono a mā fagu 'ae tasi lava la'u ipu, 'a 'ua 'āmata ona tautalatala fiafia Siaosi, 'auā 'ua tau le pia. 'Ua tū loa i luga ma pese 'ua o'o ai lava i le fa'aili. E lē masino fo'i itū'āiga teine sa i ai i lea pō, 'ātoa ma a lātou faiga fa'atōsina.

'O lea na sisiva ai loa lo'u uso ma se tasi tēvolo fafine, 'a 'ua 'āmata lava 'ona 'ou popole, 'auā 'ua fa'atetele lava lona pisa. E le'i leva lava, 'ae patiapatā loa fagu. O'u momo'e atū 'o Siaosi lea 'ua fasi tele e le 'au 'ōnanā. 'Ona 'o a'u 'o lo'o mālamalama, na lelei ai. Na'o lo'u patūina lava o lea ma alu ifo, 'ae 'ou tago atu loa fa'atātā mai la'u tama, togi i le ta'avale ma mā fafo loa ma le ma'afala.

VOCABULARY

'ese'ese	different	solo	all around
ma'oi	favorite	tolo	many
tofotofo	to experiment, try	savali tifatifa	stagger
'o le tasi Kirisimasi	one Christmas		
malaga	travel	tautevateva	walk crooked
āsiasi	visit	gagana	language
tāfafao	to roam about	fa'atupu	to create, cause
fesili atu	to ask	fa'alavelave	trouble
se'i	let's	la'u tama	my boy (expression)
fa'amāfanafana	warm up	pa'usisi	corner
Tanoa	the Tanoa Club	pāganoa	silent
toto	blood	masalo	maybe
uiga	meaning	tautalatala	talk on and on
'a	but	tau	to affect, to reach
'ōnā leaga	to get very drunk	o'o atu	arrived at
po'o le fitu	about 7 o'clock	fa'aili	band
taunu'u	to arrive	lē masino	uncountable
tumu 'ātoa	completely filled	itū'āiga	sorts, kinds of
uiga 'ese'ese	all different kinds	'ātoa	complete
mau	some	faiga	way, style
ē	who	fa'atōsina	to come on strong
ānoano	many	tēvolo fafine	she-devil
laulaututū	stand	popole	worry

fa'atetele	getting worse	mālamalama	clear headed
pisa	noise	patūina	to strike
le'i leva	hadn't been long	'o lea	that one
patiapatā	clatter about	ifo	down
momo'e atu	to run to	tago	take
fasi tele	to be really beaten	fa'atātā	to drag quickly
'au 'ōnanā	drunken group	togi	throw
'ona	because	fafo loa ma le ma'afala	to get out (idiom)

'O SE AFIAFI I LE FALEPIA

Faitau ma tali fesili nei:

1. 'O ai le tusitala?
2. 'O ai le igoa o lona uso?
3. 'O fea sa i ai lona uso?
4. 'O le ā le ma'oi o lea taule'ale'a?
5. 'O le ā le taimi na taunu'u ai i le Tanoa?
6. E fia a lā fagu pia na inu?
7. Na fa'apēfea ona lā fo'i i le 'āiga?

APPENDIX

SAMOAN GRAMMAR
ENGLISH-SAMOAN GLOSSARY
SAMOAN-ENGLISH GLOSSARY
BIBLIOGRAPHY

SAMOAN GRAMMAR

The section following on Samoan grammar is not a complete analysis of the Samoan Language. As with the glossary which follows, this unit deals only with those areas that would be of use to a student or instructer of conversational Samoan. Derivation and evolution of gramatical concepts, as well as a comparative study with other Polynesian languages are beyond the purpose of this book. Research in these areas should be directed to the two texts from which much of this section was compiled. (Samoan Grammar, Spencer Churchward, Spectator Publishing Co. Pty. Ltd., Melbourne. 1951; Pratt's Grammar and Dictionary of the Samoan Language, Rev. George Pratt, Malua Printing Press, Malua, Western Samoa. 1911). Further grammar information can be found in Marsack's Samoan and the L.D.S. Let's Speak Samoan (see bibliography).

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SAMOAN GRAMMAR

PART I: THE ALPHABET

There are five vowels and twelve consonants in Samoan. They are:

A E I O U
F G H K L M N P R S T V

Three of these consonants (H,K,R) are not native but were introduced in foreign words. H is not frequently encountered.

VOWELS

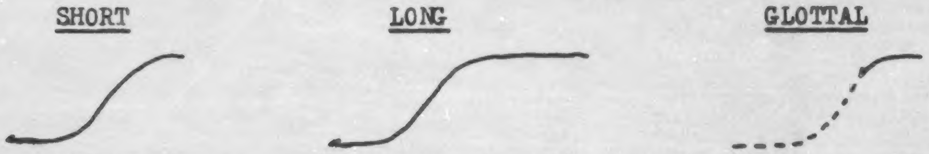
The five vowels are pronounced much the same as in European languages.

a as in father
e as in head
i as in tea
o as in home
u as in do

Every vowel sound can be pronounced three ways. The short (a), the long (ā) and the glottal ('a). In each of these three variations however, it is not so much the sound that changes, but the manner in which it is delivered. A short vowel is a short utterance of the sound. A long vowel is a prolongation of the sound, and a glottal vowel is an abrupt glottal beginning of the sound. These differences are very important since entire meanings depend upon how a sound is uttered.

ai .... who
'ai .... to eat
āi .... a row of plants

The three vowels may be represented diagramatically as follows.



begins smoothly - also begins smoothly but carried longer

begins very abruptly

VOWEL COMBINATIONS

Double vowels. Similar vowels occurring together in a word are usually separated by a glottal sound. There are exceptions however as in the cases of compound word or prefixed and suffixed words resulting in duplicated vowels. In many instances these duplicated vowels are pronounced together as one long vowel.

ta alofa, tālofa .... I love (common greeting)
tale atu - talātu ... beyond

Diphthongs. Combinations of vowels always retain their seperate sounds. For this reason there are no improper diphthongs such as is found in English (threw, through, zoo, etc). Each vowel in the combination is distinctly pronounced. The resulting harmony of vowels in some cases gives rise to several sounds in which the components are less easy to distinguish (ai sounds like the English long Ī). Among the combinations there are several similar sounding diphthongs which are at first difficult for foreigners to tell apart.

Ae and Ai:	vae	leg
	vai	water
Ao and Au:	fao	nail
	fau	to build
Oe and Oi:	toe	to remain over
	toi	a kind of tree

Diphthongs should always be pronounced so that the mouth finishes in the position of the final vowel. It is probably evident that proper pronounciation is of the highest importance since a slightly altered pronounciation can drastically change the meaning of a word.

Tai	tide
Tae	feces

CONSONANTS

As stated before, there are twelve existing consonants in the Samoan Language. At the present time these coincide more or less with the English pronounciation. There are four notable exceptions however. G is always a nasal sound as in 'ng' of sing. L is somewhat similar to a soft English R and is indeed interchangable with the adopted R in the Samoan alphabet. This is particularly evident for words in which L is preceeded by A,E,O,U and followed by I. The Samoan P is very soft and is between an English B and P. With the exception of the G, these pronounciation differences are very slight.

Colloquial Speech

Common Samoan speech is characterized by the almost exclusive use of K and G in place of T and N. Any student learning to speak from a native speaker will invariably be taught the "proper" or pure Samoan form in which the exclusive use of K and G is frowned upon. This same Samoan would however in conversation with another native speaker revert to the colloquial speech pattern (using K and G). It is important to realize that the "K" dialect (so it is called) is what most people will hear being spoken by others and not infrequently to the student himself. Non-Samoans are discouraged from imitating this speech form since it is considered to be a corruption of the Samoan language. Below is an example of the two patterns. Remember however that the 'K' language, although spoken, is never written.

T:	Tātou nonofo i'inā	Let's sit there.
K:	Kākou gogofo i'igā.	

Syllables and Accent

Below are some of the major points concerning syllables and accents.

1. No two consonants may occur together without and intervening vowel or vowels.
2. All syllables must end in a vowel.
3. No syllable can have more than one consonant and two vowels.
4. Accent is usually on the penultima (second last syllable). There

may be exceptions to this and there may be more than one accent in a word.

(a) Long vowels usually take the accent. (it may be a secondary accent)

(b) Words ending in a long vowel accent that syllable.

faigatā .... difficult

(c) Reference to a distant place or object causes the accent to be be shifted to the last syllable.

'O lā e i falē.........He's in the house.

(d) All words ending in diphthongs accent the last syllable.

vaveao .... day break (night)

(e) Most words ending in ga accent that syllable (but not nouns derived from verbs as in moega)

tigā .... to hurt

(f) Certain adjectives accent the last syllable for emphasis

umī .... very tall.

COMMON PRONOUNCIATION ERRORS

Y SOUND: There is no'y'in Samoan. However when ai, ae, oi, oe preceeds a vowel, the resulting sound is often mispronounced as y.

lōia	not loiya	lawyer
faia'ina	not fai ya'ina	to lose

Words beginning with i followed by a vowel are similarly mispronounced.

Ianuali	not yan u ali	January
Iesu	not ye su	Jesus.

W SOUND: There is no'w'in Samoan. Certain vowel combinations can give rise to a sound commonly mistaken for w. A single o or u. followed a vowel especially i is an example.

sōia	not sowia	stop!
itua	not i tuwa	behind
igoa	not igowa	name

U at the beginning of word followed by a vowel.

uila	not wila	power
uati	not wati	watch

Au or Ao followed by a vowel.

falaoa	not falawa	bread
'aua	not 'awa	don't!

A NOTE ON THE SAMOAN GLOTTAL

Some books in existence on the Samoan Language state that the Samoan glottal (') appears in words in place of the K of other Polynesian languages.

'oe (Samoan)	koe (Maori)	you
i'a (Samoan)	ika (other Polynesian languages)	fish

This would mean that the glottal in Samoan is to be considered as a consonent.

PART II: THE NOMINATIVE

THE PARTICLE 'O

The use of this word is a concept foreign to English speaking students. Nouns may stand alone in English, but they must be 'set off' by the particle 'o in Samoan for the nouns to be complete. Pratt refers to 'o as the sign of the nominative as does the Morman publication Let's speak Samoan. Marsack however points out that 'o also occurs in the accusative case (with objects.) It would be safe then to just list the principal functions of this important word and refrain from giving it a restricting label.

1. 'O is only used for a noun or pronoun. When it occurs before any other part of speech it has the effect of transforming it to a noun.

'O le teine 'aulelei.............	The beautiful girl.
'O le 'aulelei o le teine........	The beauty of the girl.

2. It must come before a noun or pronoun when these stand alone.

'O le maile.	The dog.
'O a'u..........................	me.

3. It is the sign of the nominative absolute.

'O 'oe 'o la'u uō...............	You are my friend.

4. 'O preceeds all proper nouns in the nominative.

'O Samoa.	Samoa.
'O Malietoa	Malietoa.

5. 'O preceeds pronouns in the nominative case.

(a) Relative pronouns

'O lē na alu................	He who went.

(b) Interrogative pronouns

'O ai 'oe?	Who are you?
'O fea 'oe?	Where are you?

(c) Demonstratives

'O lea.	This.
'O lena.	That.

(d) Indefinite pronouns

'O se isi.	Another.
'O ni isi..................	Others.

(e) Personal pronouns.

'O a'u.	Me.
'O tātou	We.

Note: 'O does not occur before the short or dependent forms of the pronouns (see the section on pronouns).

6. In sentences, 'o is used when the subject occurs before the verb.

'O le tama lenā sa pa'ū .... That boy fell.

It is not used if the subject follows the verb.

Sa pa'ū le tama lena. .... That boy fell.

An exception is the pronoun ia (he/she/it) whish takes 'o before or after the verb.

'O ia sa ma'i. .... He was sick.
Sa ma'i 'o ia.

When using the structure: Ona ai ... lea (then), the noun or pronoun may take or omit the 'o if it follows the verb.

'Ai muamua ona fai ai lea lau mea ā'oga.

'Ai muamua ona fai ai lea 'o lau mea ā'oga.

Eat first then do your school work.

THE DEFINITE ARTICLE

Le is the Samoan definite article. It is used whenever the noun is definite in the mind of the speaker. Note that even though English would use the indefinite article in some definite situations Samoan does not. This is particularly evident in the answer to the question: What is that?

'O le povi...................... Its a cow.

All nouns must show an article to denote singular. Omitting the article results in the plural of the noun. For this reason it is important to always include the article if singular is to be expressed. Plural is assumed unless the article is present.

'O le penitala.................. The pens.
'O penitala..................... Pens.

Although most Samoan nouns do not change from singular to plural a few nouns do but these are rare and can be easily memorized.

lo'omatua	lo'omātutua	old woman
matua	mātua	parent
tamaitiiti	tamaiti	child
tamāloa	tamāloloa	man
taule'ale'a	tāulele'a	untitled man
to'alua	ta'ito'alua	spouse
tuafafine	tuafāfine	male's sister

Indefinite Article

Se replaces le when the indefinite is to be expressed. It is used when:

(a) Referring to one of many.

'Aumai se tālā. .... Give me a dollar.

(b) When questioning somethings existence.

'O se pua'a lale? ....Is that a pig?

(c) Expressing negative.

E lē 'o se pua'a. ....Its not a pig.

Ni is the plural form of se. When it is used in place of se, the noun becomes plural. It can be translated as 'some'.

'Aumai ni tālā	Give me some dollars.
'O ni pua'a lā?	Are those pigs?
E lē 'o ni pua'a	They aren't pigs.

Ni is sometimes omitted in colloquial speech.

'O pua'a?	Are they pigs?
E lē'o pua'a	They aren't pigs.

NOUNS

Many of the nouns of the Samoans Language are derived from simple roots which have been reduplicated, combined with other words, or taken a suffix or prefix. In most cases, the newly formed word takes its meaning from the base words.

solo (towel)	solosolo (handkerchief)
fale (house) + ma'i (sick)	falema'i (hospital)
moe (sleep) + ga	moega (bed)

Pronounciation may change somewhat when the new words are pronounced as one.

mata (eye) + 'upu (word)	matā'upu (subject)

With few exceptions nouns do not change form from singular to plural (see the section on the definite article). Instead, nouns show number by the presence or absence of the definite or indefinite article (or possessive pronoun).

All nouns belong to one of two possessive classifications depending on the relationship of that noun to humans (very personal, or non-personal). Each catagory has a separate set of possessive pronouns which apply specifically to these nouns. (see the section on possessive pronouns)

Nouns will normally follow the verb in sentence construction. This rule applies to both noun subjects and objects.

'Ua alu le pasi	The bus is going.
'Aua 'e te tago i la'u tusi.	Don't touch my book.

PART III: PRONOUNS

PERSONAL PRONOUNS

English has only two pronoun numbers, singular and plural. Samoan pronouns however can be divided into three groupings: singular, plural, and pair plural (dual).

Singular.	Dual	Plural
a'u, ita,('ou, o'u)-I	tā'ua (tā)-we (2)	tātou - we
	mā'ua (mā)-we (2)	mātou - we
'oe ('e)-you	'oulua (lua)-you(2)	'outou (tou)-you
ia (na)-he/she/it	lā'ua (lā)-they(2)	lātou - they

These pronouns normally occur with the particle 'o (except as noted in the section on 'o, and except for the dependent or short forms listed in parenthesis.)

COMMENTS CONCERNING THESE PRONOUNS

1. The Samoan pronouns correspond with English pronouns in meaning with three major exceptions.

(a) The dual set is used only for pairs.

(b) Both the dual and real plural have an inclusive and exclusive form for the first person pronoun (we)

Enclusive: includes the speaker and the listener only.

tā'ua: speaker and listener only.

tātou: speaker and listeners only.

Exclusive: excludes the listener from the group.

mā'ua: speaker and another but not the listener.

mātou: speaker and others but not the listener.

(c) The third person singular, ia is used for he, she, and it.

2. The short forms of the pronouns (in parenthesis) do not take the particle 'o. These short forms are used when the pronoun:

(a) occurs before the verb.

'Ou te moe.........I sleep.

as opposed to

E moe a'u.........I sleep.

(b) is inserted between the verb and the tense marker.

'ua 'e sau?........Have you come?

as opposed to

'ua sau 'oe?.......Have you come?

(c) is in the second clause of the nominative absolute.

'O a'u nei,'ou te alu. As for me, I'll go.

3. First and third person dual and plural pronouns can be preceded by 'i (except the short forms) If 'i is used it will occur when:

   (a) the pronoun stands alone and is preceded by 'O.

   'O 'i tātou..................We.

   (b) the pronoun occurs in a position other than before the verb.

   'Ua 'a'ai'i lātou...........They are eating.

   In common speech however, 'i is frequently omitted.

4. The pronouns do not change form even in a change of case such as in English: they (subject) them (object).

   Na lātou ō...................They went.
   'Ave le mea'ai iā lātou.....Give the food to them.

5. Miscellaneous

   (a) Ita (or ta) is an alternate for a'u. It is sometimes used in common speech, songs, and idioms, i.e., tā fiaola e, tafēfē, tālofa e, (which are all expressions of grief, suprise and sympathy and are compounds of ita and root words).

   (b) O'u is a variation of 'ou used with the 'o lo'o tense marker.

   'O lo'o o'u alu..............I'm going.

   (c) Samoans usually omit the third person singular pronoun altogether, or in other instances use the actual noun in reference.

   'O lo'o alu 'o ia............He is going.
   'O lo'o alu..................(He) is going.

   (d) The duals are formed from the root word lua meaning two.

   (e) The plurals are formed from the root word tou (from tolu-three).

   (f) The use of inclusive and exclusive is a very important concept in a communal society like Samoa. It is important to know how one stands in relation to a group of people (if you are included or excluded).

   (g) When refering to groups of individuals, a Samoan usually uses the most inclusive pronoun for the situation.

   'O mā'ua ma Mele...........Mary and I. (literally: We(2) and Mary)
   'O lā'ua ma Simi...........She and Jim. (They (2) and Jim)
   'O 'oulua ma Sina..........You and Sina. (You (2) and Sina)

   This concept also carries over into the possessive pronouns. As will be seen later, group ownership is preferred over personal ownership.

   Come to my house...........Sau i lo mātou fale(literally: Come to our house.)

POSSESSIVE PRONOUNS

Before beginning this section on the possessive pronouns, there is a concept that the student should understand concerning nouns and showing possession in Samoan.

All nouns in Samoan are categorized as either personal or non-personal. Personal nouns are normally those with which one has an intimate and permanent relation (parts of the body, relatives, etc). Non-personal nouns are those which have portance as 'things' or mere 'objects' rather than as intimate parts of ones li (car, foods, etc).

The Samoan language has a duplicate set of possessive pronouns, one set used for the personal nouns, and the other set for the non-personal nouns. These pronouns are listed in the table following and it should be noted that the difference between these two 'sets' of pronouns is the single vowel change: a to o. For this reason some texts refer to the personal nouns as o nouns and the non-personal nouns as a nouns because they take the o and a possessive pronouns respectively.

Thus, when expressing the possessive case of the personal noun tamā (father) and the non-personal noun ta'avale (car). There is a distinction between the possessive pronouns.

'O lo'u tamā............My father.
'O la'u ta'avale........My car.

The proper use of the a or o pronoun is very important not only because the wro possessive may sound incorrect to a Samoan ear, but because the actual meanin some words may change with the a or o form.

'O la'u susu...........My milk.
'O lo'u susu...........My breast.

Below is a very general list of categories for o and a nouns which may serv guide in deciding which class of possessives to use. There are exceptions course, but most nouns are fairly consistant to these lists.

Personal Possessions: O Class

1. Relations - except tāne (husband), āvā (wife), tama (woman's child), fānau (child)
2. Soul, emotions, etc.
3. Body and its part-except 'ava (beard).
4. Clothing.
5. House and its parts.
6. Boat and its parts.
7. Land-except fa'ato'aga (plantation).

Non-personal Possessions: A Class

1. Property of every kind.
2. Language, words, speech.
3. Animals, plants
4. Work.
5. Food.
6. Customs and conduct.

The following table lists the Samoan possessive, both the a and o forms.

THE POSSESSIVE PRONOUNS

I. DEFINITE:

For Singular Nouns		For plural nouns
lo'u, la'u	my	o'u, a'u
lou, lau	your	ou, au
lona, lana	his, her, its	ona, ana
lo tā, la tā	our(2)	o tā, a tā
lo mā, la mā	our(2)	o mā, a mā
lo lua, la lua	your(2)	o lua, a lua
lo lā, la lā	their(2)	o lā, a lā
lo tātou, la tātou	our	o tātou, a tātou
lo mātou, la mātou	our	o mātou, a mātou
lo tou, la tou	your	o tou, a tou
lo lātou, la lātou	their	o lātou, a lātou

II. INDEFINITE:

so'u, sa'u	my	ni o'u, ni a'u
sou, sau	your	ni ou, ni au
sona, sana	his,her,its	ni ona, ni ana
so tā, sa tā	our(2)	ni o tā, ni a tā
so mā, sa mā	our(2)	ni o mā, ni a mā
so lua, sa lua	your(2)	ni o lua, ni a lua
so lā, sa lā	their(2)	ni o lā, ni a lā
so tātou, sa tātou	our	ni o tātou, ni a tātou.
so mātou, sa mātou	our	ni o mātou, ni a mātou.
so tou, sa tou	your	ni o tou, ni a tou
so lātou, sa lātou	their	ni o lātou, ni a lātou

CONCERNING THE POSSESSIVE PRONOUNS

1. From the table, it should be evident that there are separate possessive pronouns for singular and plural nouns as well as for definite and indefinite possessive statements.

'O la'u maile....................My dog.
'O a'u maile.....................My dogs.
'O sa'u maile?...................Is it my dog?
'O ni a'u maile?.................Are they my dogs?

There is a very noticeble pattern for these different forms of the possessives.

Definite. Possessive pronouns used with singular nouns all begin with l. For plural nouns the l is dropped.

'O lo lātou tuagāne...........Their brother.
'O o lātou tuagāne............Their brothers.
'O la'u pua'a.................My pig.
'O a'u pua'a..................My pigs.

Indefinite: If the statement being uttered is a question or negative, the singular pronoun changes the l to s. The plural pronoun drops the consonant and adds the indefinite article ni as well.

'O so lātou tuagāne?........Is it their brother?
'O ni o lātou tuagāne?......Are they their brothers?
E lē 'o sa'u pua'a.........Its not my pig.
E lē o ni a'u pua'a........They aren't my pigs.

Churchward states in 'Samoan Grammar' (p.46-47) that these possessives are formed by prefixing the preposition a or o to the personal pronouns, noting that "in certain instances contractions or other modifications take place." Thus when they are used attributively, an article is prefixed; le for singular (omitted in plural), se for indefinite (plural ni). With le and se, contractions occur giving the pronouns listed in the above table.

2. In formal speech, the long forms (independent) of the following pronouns are sometimes heard with the possessive prefixes (both a and o):

la tā	la tā'ua	our(2)
la mā	la mā'ua	our(2)
la lua	la 'oulua	your(2)
la lā	la lā'ua	their(2)
la tou	la 'outou	your(pl)

3. In colloquial speech, the a and o markers of the pair plural and plural pronouns are often dropped in favor of the articles le, se, ni.

'O lo tātou fale...........'O le tātou fale .... Our house.
'O sa tātou povi?..........'O se tātou povi?.... Is it our cow?
'O ni o tou nofoa?.........'O ni tou nofoa?..... Are they your chairs?

4. There is an alternative pronoun for the first person singular derived from ita which is not in frequent use but none the less is heard in songs and colloquial speech. It follows the same patterns as the other possessives.

'O lota nu'u ....My village.

5. Samoans do not generally use the singular possessive when group possessive can also apply.

'O lo mātou fale.........Our house.
instead of:
'O lo'u fale.............My house.

AN ALTERNATE POSSESSIVE STRUCTURE

When asking the question; Whose pen is it?, the student must be aware that in Samoan the question would be:

'O le peni a ai?........It's the pen of who?

The preposition a (of) in the above sentence would be changedto o (of) in cases of a more personal noun.

'O le tinā o ai?........It's the mother of who?

It is very common at the present time to hear answers to the above questions in the same form of sentence construction.

'O le peni a 'oe........It's the pen of you.
'O le tinā o ia.........Its the mother of him.

Note that the real possessive pronouns are not used. Instead, the independent pronouns are placed after the noun and the proper form of the preposition 'of' (a or o) is used between the noun and pronoun. This 'possessive' construction is considered inferior to that mentioned in the preceding section.

DEMONSTRATIVE PRONOUNS

The demonstrative pronouns are:

Singular	Plural
lenei, lea ... this	nei, ia ..... these
lenā, lele ... that	nā, ... those
lelā, lale ... that	lā, ... those

There are other variations of these which are compounds derived from these ten words (i.e. lae, laia). Lenei, nei (this, these) are normally reserved for formal use, whereas lea and ia are the more common forms used in everyday speech. Lenā, lele, nā are used when refering to something not to distant. Lele can never be used in reference to something in someones possession.
Lelā, lale, and lā, are used for things at a great distince.
Note that nei, nā and lā are the roots of the singular demonstratives which have prefixed the definite article le.
As adjectives they may occur before or after the noun.

'O lenei tama..........This boy.
'O le tama lenei.

INDEFINITE PRONOUNS AND ADJECTIVES

so'o (any) is used with the indefinite article se.

so'o se aso............any day
so'o se taimi..........anytime

isi (other) can be used with all the articles.

'Ave le isi............Take the other.
'Ave isi ipu...........Take the other glasses.
'Ave se isi............Take another.
'Ave ni isi ipu........Take some other glasses.

sina (some) When used in the positive sense it usually means 'a little'.

'Aumai sina vai.........Bring some (a little) water.

In questions, it means 'any'.

E i ai sina vai?........ Is there any water?

Note the colloquial expression using ita(I)

'Aumai sina ta vai......Bring me some water (for me).

tasi is sometimes used to mean one, other, another, or somebody.

'O le tasi aso...........One day.

RELATIVE PRONOUNS AND AI

Lē and Ē are the relative pronouns corresponding to the English 'who' (whom).

LĒ is used for singular, ē is used for plural.

'Ua oti le tama 'o lē sa ma'i.....The boy who was sick has died.
'Ua feoti tama o ē sa mama'i......The boys who were sick have died.

It is possible in Samoan to omit the preceding antecedent clause and let the relative pronoun stand alone, which then becomes 'he who'.

'O lē e muamua sau e vave 'ai.....He who comes first will eat quickly.

Ai is also used as a relative pronoun and always implies on antecedent. However, it is not always a pronoun, and it is not always easy to define it's use in a sentence. It will always follow the verb if one is present (except the idiom talu ai - since). Below are some of the most common uses of the particle ai.

Below are some of the most common uses of the particle ai.

(a) As a relative pronoun, ai refers back to the antecedent subject which may be stated or implied. It translates as, 'who, whom, which, that'.

'O le tama na 'ou va'ai i ai ......The boy who I saw.
'O le mea 'ou te mana'o ai.........The thing which (that) I want.

(b) As an adverb it refers back to an antecedent noun and translates as, 'from which, by which, in which, when, where, concerning which.'

'O fea le atunu'u na 'e sau ai?....Where is the country from which you came?

'O le tupe le mea e fa'atau ai le mea'ai.............Money is the thing by which (with which) food is bought.

(c) Following the particle 'ona in the construction 'ona.....ai lea (and so, and therefore)

Sa tumu le pasi 'ona 'ou lē ....The bus was full so I didn't go.
alu ai lea.

(d) As a verb meaning 'to be' or 'to have'. In this usage it is preceded by the preposition i (or 'i).

'O fea 'o i ai la'u tusi?..........Where is my book?
Sa i ai lana ta'avale.............He had a car.

The relative pronoun can also be expressed by through the tense markers, leaving the actual pronoun out as being understood.

'Ua alu le tama sa ma'i............The boy who was sick has left.

INTERROGATIVE PRONOUNS

Ai (who) must not be confused with the relative particle ai. As an interrogative pronoun, ai does not have to follow the verb (as with the relative particle.) In addition, it may take any preposition whereas the relative particle can only take i ('i)

'O ai lā'ua?........................Who are they?
'O le peni a ai?..... ....It's the pen of who?

Ā (what) is usually preceded by the definite and indefinite articles and therefore treated as a pronoun. It can also however be used as a verb (preceded by a tense marker)

'O le ā?	What?
'Ua ā lā?	How about that?

Fea (where) is used in questions of location.

'E te 'alu i fea?	Where are you going?

PART IV: VERBS

VERB NUMBER

A large number of Samoan verbs change form from singular to plural. Unfortunately, there is no one method of forming the plural as in English (add 's'). Each verb must be taken individually, its plural form memorized. There are several patterns of consistancy however, and they are worth noting.

(a) Reduplication may be the most common method of forming the plural. This may occur with syllables or with the whole word.

'ai	'a'ai (to eat)
ta'alo	tā'a'alo (to play)
tā	tatā (to hit)

(b) Stressing a previously unstressed vowel is another way of showing the plural.

ulaula	ūlaula (to smoke)
va'ai	vā'ai (to see)

(c) The prefix fe may be added to verbs to form the plural. This prefix may be accompanied by a suffix as well.

ita	feita (to be angry)
tagi	fetāgisi (to cry)

(d) A few verbs change completely in the plural.

alu	ō (to go)
sau	ōmai (to come)

(e) Some verbs do not change at all from the singular.

fesili	fesili (to question)
sasa	sasa (to beat)

It is possible in Samoan to denote reciprocal action by the use of a special prefix-suffix combination. The reciprocal is used to show an interchange, mutual action or relation, and states of alternation (back and forth etc.). The prefix is fe and the suffix is a'i or 'ī

alu (to go)	fealua'i (to go to and fro)
iloa (to know)	feiloa'i (to know each other)

PASSIVE VERB FORMS

As stated in unit six (lesson 40) the meaning of passive verb forms are not clearly understood. The endings given to some verbs (Samoan transitive verbs) create a passive meaning in many but not all cases in which they are used. In addition, words that are transitive in English are not necessary transitive in Samoan (and visa-versa). There are also many verbs which are really intransitive but have a passive form. Since, however, many existing texts refer to these as passive endings, that term is also be used throughout this book.

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There are several endings that can be used; the proper on depends upon the verb and in some cases how the verb is being used. (Some verbs can take more than one specific ending). Of the endings listed below, the most common are ina and a.

ina, a, ia, gia, sia, tia, fia, mia, lia, na.

There are three common uses of these endings.

(1) To form a passive meaning, in which case the agent, e ('e) - 'by', may or may not to be used.

E le'i tatalaina le 'ofisa i le valu.....The office was not opened at eight (o'clock).

E le'i tatalaina le 'ofisa (e le ....The office was not opened by the tamaloa) i le valu. the man at eight.

(2) When the subject as the actor comes before the verb and the object. This is non-passive.

'Ou te faia le mea'ai.....................I'll make the food.

(3) In many past negative statements, the ending is present. These may or may not be passive.

E le'i 'āmataina..........................It has not (been) started.

VERB TENSE

Tense in Samoan is indicated by words which have been refered to in this book as tense markers. Verbs do not change form to express tense as they do in English (go, went, gone). Each tense in Samoan is represented by a marker which indicates the tense of the sentence. These particles will always occur just before the verb unless the subject is a dependent pronoun, in which case the pronoun separates the verb and it's tense marker. (except for the te tense marker)

'Ua sau Mele...........Mary is comming.
Sa 'e moe?.............Did you sleep?
'Ou te alu.............I'm going to go.

Following are the five tense markers, their meanings, and uses.

(1) Present Indefinite. Represented by e (when the subject follows the verb), and te (when the subject, a dependent pronoun, precedes the verb). It has four uses.

(a) Implied future (usually translating with the verb 'going to').

'Cu te 'ai.............I'm going to eat.

(b) Present indefinite (expressed with e)

E mūmū le ta'avale.....The car is red.
E mālūlū...............It's cold.

(c) Negative present, past and implied future.
E or te is joined with the negatives lē (not-implied future), lē'o (not-present continuous); and le'i (not-past).

E lē timu.............It's not going to rain
'Ou te lē'o alu.......I'm not going.
'E te le'i 'ai........You did not eat.

(d) Infinitive mood. e/te precedes the second verb.

'Ou te alu 'ou te.   I'm going to go fishing.
fāgota.

(2) Present (immediate) or Perfect tense. Represented by 'ua. There can be three uses of the 'ua tense marker.

(a) Immediate present. This tense is for actions or states that have just now been realized.

'Ua timu.............It's raining (just now).
'Ua sau le tama......The boy is comming (now).

(b) Present perfect is expressed in the same way as immediate present but context defines it's meaning as present perfect.

'Ua 'ou sau..........I have come (or I am comming).

(c) Past perfect is formed with 'ua and a helping verb such as 'uma or leva followed by ona.

'Ua 'uma ona 'ou   I had eaten before you came.
'ai 'ae 'e te le'i sau.

(3) Present Continuous. Represented by 'o lo'o. This tense is used for present progressive.

'O lo'o o'u 'ai.......I am eating.

Note that o'u is used instead of 'ou for this tense.
The short form of 'o lo'o is 'o

'O fea 'o i ai Sina?..Where is Sina?

(4) Past tense. Represented by na and sa. The later of these markers appears to be used for frequently occuring actions, the former for rare or infrequent actions.

Sa 'ou moe ananafi....I slept yesterday.
'O fea le teine na....Where's the girl who came from
sau mai 'Amelika?   America?

(5) Future tense. Represented by 'o le'ā. This tense refers to immediate future (rather than implied future of the present indefinite)

'O le'ā 'ou alu taeao.I will go tomorrow.

The short form ('ā) is used mostly in idioms.

'O ā au mea 'ā fai?...What things will you do?

NEGATIVE OF THE TENSES

Negative is usually expressed by placing the word lē (not) before the verb. This negative marker can be used with all the tense markers although some structures are rarely used.

'Ou te lē alu............I'm not going to go.
'Ua 'ou lē alu ....I'm not going. (I haven't gone)
'O lo'o o'u lē alu......I'm not going.

Sa/na 'ou lē alu........I didn't go.
'O le'ā 'ou le alu......I won't go.

There are two other negative indicators that can take the place of three of the above structures. All are used with the e/te marker. Lē'o replaces 'ua lē and 'o lo'o lē. Le'i replaces sa/na lē.

'Ou te lē 'o alu........I'm not going.
'Ou te le'i alu.........I didn't go.

In addition the future negative is sometimes represented by the present indefinite.

'Ou te lē alu...........I won't go. I will not go.

THE VERBS TO BE AND TO HAVE

There are no single words in Samoan for the two English verbs. The equivalent structures used to express these concepts are listed below.

(1) To be can be said in the following ways.

(a) I ai can be used as a verb to translate 'there is, there were, etc', by using the tense marker of the tense required.

E i ai se tupe?.........Is there any money?
Sa i ai i'a ma talo.....There was fish and taro.

(b) Placing nouns in apposition gives phrases such as 'Simi is a boy, I am a boy, etc'

'O a'u 'o le tama........I am a boy.
'O Mele 'o le ta'ita'i..Mele is the leader.

(c) Adjectives and adverbs used in conjunction with tense markers give phrases such as, 'I am strong, Tom is late, etc'

Sa tumu le pasi.........The bus was full.
'O le'ā 'ou tuai mai....I will be late.

(d) With the tense markers 'ua and 'o lo'o, the auxillary verb 'to be' is often translated with the main verb.

'O lo'o sau le va'a.....The boat is comming.
'Ua 'ou fia moe.........I am sleepy.

(2) To have is formed by the following structures.

(a) I ai is used with the possessive pronouns to give the phrase, 'I have a, We had a, etc'

E i ai la'u kītara.....I have a guitar.
Na i ai lona va'a......He had a boat.

(b) Maua (to get, find) is used sometimes in place of i ai with the possessive pronouns to translate, 'I have found, We had gotten, etc'

Na maua lana uō........He had found a friend.
E maua sau tusi?.......Have you gotten a letter?

(c) The auxilary verb 'to have' is translated from the use of 'ua in the perfect tenses.

'Ua 'ou sau............I have come.
'Ua 'uma ona fai......It has been done.

PART V: ADJECTIVES, ADVERBS AND PREPOSITIONS

ADJECTIVES

I. Formation. Adjectives may be formed in the following ways:

(1) Simple roots which are themselves adjectives.

mata......................raw

(2) Simple roots to which prefixes or suffixes have been added. Nouns frequently add the sufix a or the prefix fa'a for this purposes.

'ele'ele (dirt)...........'ele'elea (dirty)
Samoa .... fa'asāmoa (the Samoan way)

(3) Some verbs may be used as adjectives.

alofa (to love).......... alofa (loving)

II. Plural. Many adjective have a plural form which is frequently expressed by doubling the accented syllable. Some adjectives however are contracted in the plural form.

tele..........tetele........(big)
lapo'a ....lāpopo'a.....(large)
lā'itiiti.....lāiti.. ......(small)
'ena'ena .....'e'ena.......(brown)

III. Place in Sentence. Adjectives used as verbs (predicatively) precede the noun.

'Ua puta Sini............Sini is fat.

Adjectives used to qualify nouns will normally follow the noun.

'O le teine puta........ The fat girl.

The excepts are:

(a) Indefinite adjectives (so'o, isi, sina, tasi) precede the noun. (see indef. pronouns)

'O le isi teine .... The other girl.

(b) Demonstratives used as adjectives may precede or follow the noun. (see demonstrative pronouns)

'O lenei teine.......... This girl.
'O le teine lenei....... This girl.

IV. Comparison Adjectives are not inflected in the comparative or superlative degree. Comparative is formed by sentence construction rather than change in adjective form. The most common way is to begin a sentence with the adjective and insert i lō or iā between the two objects being compared.

E lāpo'a lēnei pua'a.....This pig is bigger than that
i lō lenā. one.

E matua Sina iā 'oe......Sina is older than you.

The words sili ona (better, more) sometimes come before the adjective in the above construction.

E sili ona matua Sina........Sina is older than you.
iā 'oe.

An alternative structure is the use of two clauses separated by the conjunction 'ae (but)

E puta Mele 'ae pa'e'e Sini...Mele is fatter than Sini.

Superlative is also derived from sentence construction and the use of the words sili ona, matuā (exceedingly), sili atu (the most) before the adjective. Ona usually follows sili and sili atu.

E matuā lelei 'oe...........You're very good (the best).
E sili atu ona lelei 'oe.....You're the best.

Aupito is also used before the adjective to form the superlative.

'O le fale aupito........... The closest house.
latalata mai.

Coumpound adjectives are joined with the words ma (and) and le (the definite article).

Sa 'ou va'ai i le teine 'aulelei ma le atamai. I saw a beautiful and intelligent girl.

V. Numbers. The numerals in Samoan can serve as nouns, adjectives, or adverbs, depending on how they are used in a sentence.

'Aumai se lua...............Bring two (noun).
E lua 'apa ....Two cans (adjective).
Alu fa'alua ....Go twice.

The adverbials take the prefix fa'a (fa'atasi - once, fa'alua - twice, etc). The ordinals are formed with the word lona (except muamua - first, and mulimuli - last)

Lona lua ....second
Lona lima..................fifth

The distributives are formed with the marker ta'i.

ta'i tasi ....each one, one at a time.
ta'i sefulu ....each ten, ten by ten.

To'a must prefix all numbers refering to people.

E to'afitu tagata..........Seven people.

ADVERBS

I. Formation. Adverbs may be expressed by a noun joined to a verb with the preposition ma (and, with).

'Ua 'ou sau ma le fiafia..I come happily.

More commonly, adverbs of time, place, direction and manner, are represented by words which serve as adverbs in both meaning and usage. Some of these may however be used as other parts of speech as well.

II. Place in sentence. Adverbs can either precede or follow the word they modify, although the latter is more frequent. In some cases, two adverbs may be used, one preceding and the other following the verb.

'Aua 'e te moe so'o......Don't sleep so much.
'Ou te toe moe ....I'll sleep again.
'E te toe moe fo'i?......Are you going to sleep again?

Adverbs of direction (i.e., mai, atu, ane, ifo), are frequently united with the verb they modify in colloquial speech. In some cases the passive verbal endings are then attached to the adverb.

alu (go) + atu (away from the speaker) = alātu
fa'atau (to buy) + mai (to the speaker) + a (passive)
= fa'atau maia

III. Adverbs of time. There are two words used for 'when' in Samoan: 'āfea (future) and anafea (past). The prefix ana on the past adverb is frequently added to adverbs of present and future time to denote the past. Whereas most present and future adverbs of time (refering to a specific time of the day, week, year, etc) require the preposition i (in) before them, past adverbs prefixed with ana do not.

'Ou te alu i le pō........I'll go at night (tonight).
Na 'ou alu anapō ....I went last night.

Adverbs of non-specific time reference (later, soon, etc) generally follow the verb although they may begin the sentence in some cases.

'O nei lava e fai ai ..... The meeting will be held now.
le fono.

IV. Adverbs of direction and place. Most of the directional adverbs are taken from noun or pronoun roots to which the preposition i (in) has been added. The demonstrative pronouns nei (these), nā (those), and lā (those - far) are used as adjectives of place with a similar meaning with the pronoun root.

tua (the back) + i (in) = i tua (behind)
nei (these) + i = i 'inei (here)
nā (those) + i = i 'inā (there)
lā (those-far) + i = i 'ilā (there-far)

As stated in paragraph II, the directionals (mai, atu, ane, a'e, ifo) may often unite with the verb to almost form a single word.

susū (come) + mai (to the speaker) + a (passive) =
susū maia (welcome)

V. Adverbs of manner. As with the adverbs of directions and place, some of the adverbs of manner are derived from other parts of speech to which a prefix has been added.

lea (this) + fa'apē (like) = fa'apea (like this)
nei (this) + fa'apē (like) = fa'apēnei (like this)
nā (that) + fa'apē (like) = fa'apenā (like that)
lā (that) + fa'apē (like) = fa'apelā (like that)

Other common adverbs are:

'āi	probably
'ailoga	doubtful
le'i	not yet
matuā	exceedingly

'ātonu	perhaps	pea	still
aupito	exceedingly	so'o	continually
fo'i	also	tele	much
itiiti	little	toe	again
lava	indeed	vave	quickly
lē	not		

VI. Interrogative adverbs. These adverbs may occur at the beginning of the sentence as in English (in which case the verb is usually followed by the relative particle ai, or they may be preceded by the verb.)

'Aiseā (why), has an alternate idiomatic expression, 'o le ā le mea?(what's the reason?)

'Aiseā 'ua 'e tagi ai?	Why are you crying?
'O le ā le mea 'ua 'e tagi ai?	Whats the reason you are crying (for)?

Fea (where) is preceded by the nominative particle ('o) when it begins a sentence, but by the preposition i (to, in) when it follows the verb.

'O fea 'e te alu i ai?	Where are you going (to)?
'E te alu i fea?	Your going (to) where?

Āfea, anafea (when - future, past) may begin a sentence or follow the verb.

'O āfea 'e te moe ai?	When are you going to sleep?
Na 'e moe anafea?	When did you sleep?

Fa'apēfea (how) can precede the verb in which case the word ona must come between.

E fa'apēfea 'ona fai?	How is it done?
E fai fa'apēfea?	How is it done?

PREPOSITIONS

I. 'I, ia, and 'ia are all variations of the preposition i which has many meanings depending on its use in the sentence. The form iā ('iā) is used before personal pronouns, and the proper names of persons and months. Following are the most common uses of i.

'Ou te alu i Apia.	I'm going to Apia.
'Ua lavea le tama i le naifi.	The boy was hurt by (with) the knife.
'Mā te ō mai i le afiafi.	We are going to come in the afternoon.
'E te fa'atali i se pasi?	Are you waiting for a bus?
Na mā finau i le uiga o le fono.	We argued about the meaning of the meeting.
Moe i le moega!	Sleep on the bed!
'Ua ia te a'u le tupe.	I have the money.

Some verbs must be followed by i when a direct object is present (i.e., fa'afetai-thanks, alofa-love, fesōasoani-help, usiusita'i-obey, etc)

'Ou te alofa iā 'oe.....I love you.

Used before some verbs an infinitive mood if formed.

'Ou te fefe i fusu......I'm scared to fight.

II. E or 'e (by) is used before nouns and pronouns to denote the agent or doer of the verbal action. It is normally to show passive voice.

Na fana le pua'a e le tama. .... The pig was shot by the boy.

III. O and a both express the genitive or possessive case and are usually translated 'by'. Aside from the rules governing usage of these two prepositions presented in the section on possessive pronouns, there are two other points concerning their use.

(a) The choice of either o or a may sometimes be related more to the meaning of the noun in the context of the sentence rather than its personal or non-personal relationship to people.

'O le nu'u o Ioane......Ioane's village.
'O le nu'u o Ioane......The village where Ioane works, etc.

(b) In some cases, the preposition is not used in Samoan, as it would be in English.

'O le pepa sikaleti.....The pack of cigarettes.
'O le atunu'u 'o Samoa..The country of Samoa.

IV. Ma can be a conjunction (and) or preposition (with).

As a preposition it is commonly joined with the word fa'atasi (together).

Na mā ōmai fa'atasi ma Ioane.....We came together with Ioane.

Ma can also mean 'for' but is more often replaced by mo for this meaning.

'Avatu [illegible] l le ma 'oe...Take some candy for yourself.
'Ou t[illegible] u [illegible] le fono...I've come for the meeting.

V. Locative prepositions. The locative bases, totonu (inside), fafo (outside), etc (see lesson 11) are prefixed with the preposition i and followed by the preposition o to give the English prepositions 'inside of' (i totonu o), 'outside of' (i fafo o).

Alu i totonu o le fale..Go inside of the house.

When expressing location in relationship to pronouns (i.e. I'll stand behind you), the above construction is replaced by one using the possessive pronouns.

i lo'u tua ....on my back
i o'u tua ....behind me

The prepositional phrase uses the 'plural' form of the possessive to differentiate between my back and 'behind me'

'Ou te nofo i ou tua...I'll sit behind you.

VI. Prepositional phrases. Many English prepositions do not have direct Samoan counterparts but are represented instead by idioms or phrases. Below are some common examples of these.

(a) Before (a'o le'i o'o)

Na 'ou sau 'a'o le'i o'o i le lua...I came before 2 (o'clock).

(b) Since (talu mai)

Mā te le'i 'a'ai talu mai le taeao..We didn't eat since this morning.

(c) Till (se'ia o'o)

Tātou te tā'a'alo se'ia o'o i le ono..Let's play till 6 (o'clock).

(d) Without (e aunoa ma)

Na sau le tama e aunoa ma se tupe...The boy came without any money.

PART VI: CONJUNCTIONS, SENTENCE CONSTRUCTION

CONJUNCTIONS

1. Ona and ina are the most frequently encountered and widely used conjunctions. Both are used in many idiomatic expressions and as such are difficult to translate directly into English. Below are the most common uses of ona and ina.

Ona can be used in the following ways:

(a) Because. 'Ona 'o precedes a noun to translate 'because of'. 'Ona 'ua precedes verbs to give 'because'.

'Ua tagi Sina 'ona 'o le misa....Sina is crying because of the quarrel.

'Ua fiafia Sina 'ona 'ua maua lana uō....Sina is happy because she found a friend.

(b) Gerunds are formed by using ona after certain verbs (i.e. sā - forbidden).

'Ua sā ona ulaula...............Smoking is forbidden.

(c) Auxilary verbs (i.e. mafai, tatau, leva) are followed by ona.

E lē mafai ona 'e alu...........You cannot go.

(d) And then...is expressed with the phrase 'ona (ai) lea.

Sa 'ou tā'ele ona 'ou alu ai lea i Apia......I showered and then went to Apia.

(c) Comparative and superlative degree of adjectives are formed with the phrases sili ona, sili atu ona.

E sili atu ona 'aulelei 'oe......You are the prettiest.

(d) Since is formed with the words talu ona.

Ua 'ou fiafia talu ona 'e sau...I'm happy since you've come.

Ina can be used in the following ways:

(a) Because. When used with the tense marker 'ua, usually before a subordinate clause, 'ina translate as 'because' with a past implication.

Sa 'ou malolo 'ina 'ua 'uma le gāluega. ....I rested because (when) the work was finished.

(b) When (past) is represented by 'ina and the tense markers 'ua, 'o, and 'o le'ā.

'ina 'ua 'ou alu...........when I went.
'ina 'o o'u alu............when I was going.
'ina 'o le'ā 'ou alu.......when I was going to go.

(c) In order to...can be stated with 'ina and the word 'ia.

'Ou te su'esu'e 'ina 'ia maua le poto.	I study in order to get smart.

(d) Gerunds can be formed in the same way as with the conjunction ona. However, ina is only used for the Samoan verbs requiring the preposition i to follow when an object is present.

2. Conditional is expressed by the three conjunctions 'ā (implied future), 'āfai (definite future), and 'ana (past). Only 'ana can be used to express conditions incapable of fulfilling (If it wasn't raining I would go; as opposed to: If it stops raining I will go). All three conjunctions introduce the subordinate clause and are prefixed by pe if the main clause occurs first. Only 'āfai can normally take a tense marker in its subordinate clause.

'Ā 'uma le gāluega, sau loa.....	When the work is finished, come.
Sau pe 'āfai 'ua 'uma le gāluega.	Come when the work is finished.
'Ana le 'uma le gāluega, 'ou te lē sau.	If the work hadn't been finished I wouldn't have come.

3. Or is represented by either pe or po depending upon the word that follows it. Both have the same meaning but pe usually occurs before words beginning with e, a, ' and consonants. Po is used in most other situations.

Tātou te ō pe leai?............	Shall we go or not?
'E te mana'o i le 'ulu po 'o le fa'i?	Do you want breadfruit or banana?

4. And is most frequently represented by the word ma (though it can be represented by the words fo'i (also) ona (ai)lea (and then), 'ae (but), etc). Ma as a general rule joins words rather than sentences although there is a growing tendency today to introduce new sentences with ma. Ma may link two clauses having the same subject in which case the second tense marker as well as the second subject may be omitted.

'Ou te nofo ma faigāluega......	I stay and work.

As noted with the adjectives, ma is used before the second of two attributive adjectives. (The article le is inserted as well).

'O le teine 'aulelei ma le atamai.	The beautiful and intelligent girl.

5. But is translated by the words 'a and 'ae which like pe and po (or), are two forms of the same word. 'A is used before e, 'ua, 'o ('o lo'o), 'ona, and se'i. Otherwise 'ae is used.

Na 'ou sau ananafi 'a 'ua leva ona 'e alu.	I came yesterday but you were long gone.
Savali i totonu 'ae 'aua le pisa.	Walk inside but be quiet.

6. 'Ae peita'i is used for 'nevertheless' and occurs in situations of contrast.

E lē taugōfie le ta'avale 'ae peita'i 'ou te mana'o ai.	The car isn't cheap. nevertheless I want it.

7. Because can be expressed a number of ways (i.e. 'ona, ina), but perhaps the most common is the conjunction 'auā. This conjunction is used for real rather than imaginary causes and can be used with all the tense markers to show time.

E le'i alu Mele 'auā sa ma'i......Mele didn't go because she was sick.

8. Leaga (bad) is also used to mean because, but this conjunction usually conveys a negative sense.

E le'i alu Mele, leaga sa ita loma tamā.	Mele didn't go because her father was angry.

9. Before can be represented by 'a'o le'i or 'ae le'i. Both have the same approximate meaning (although 'ae le'i can be thought of as 'but' in a negative sense) 'A'o le'i is used more for references to time.

Na 'ou sau 'a'o le'i tāina le lua.	I came before two (o'clock).
Sa 'amata le gāluega 'ae 'e te le'i sau.	The work started, before you came. (but you didn't come)

10. Since is expressed by the word talu which can be followed by the words:

(a) mai - to express a reference to time that has past.

Sa 'ou ma'i talu mai le Aso Sā...I've been sick since Sunday.

(b) ona (ina) - to express a reaction to a past, action or occurance.

'Ua 'ou fiafia talu ona 'e sau.	I'm happy since you've come.

(c) ai - to express cause (since, due to some action or state).

'Ua 'ou ma'i talu ai lou inu pia.	I'm sick since I've been drinking beer.

11. Until, unless and lest are represented by se'i (se'ia), se'iloga and ne'i respectively. Only se'iloga can be used with a tense marker ('ua and e/te).

12. Vaganā (except) is also used to mean 'unless.'

'E te nofo se'ia sau Mika......Wait until Mika comes.

'Ou te lē alu se'iloga 'ua sau Mika.	I won't go unless Mika comes.
'Ou te popole ne'i mātou tuai mai.	I'm worried lest we are late.
'Ou te le alu vaganā 'ua 'e sau.	I won't go unless you come.

SENTENCE CONSTRUCTION

1. The Verb the verb in Samoan will, as a rule be the first word of the sentenc

(along with the tense marker).

'Ua lavea lo'u vae...........My leg is hurt.

The exceptions to this rule are noted below.

(a) When a pronoun is the subject, this may precede the verb.

'Ou te alu nei................I'm going to go now.

(b) Conjunctions or interrogative words may come before the verb.

'Aiseā 'e te alu ai?.........Why are you going?

(c) Some adverbs may precede the verb they modify.

'Ua matuā lavea lava lo'u vae.   My leg is hurt very badly.

2. The Noun. Nouns usually follow the verb. This is true of noun subjects and noun objects.

Na moe le pepe...............The baby slept.
'E te faitauina le tusi......You read the book.

3. The Pronoun. Dependent pronouns will invariably come between the verb and its tense marker. The exception being the te tense marker which precedes the pronoun.

'Ua 'ou fia alu.............I want to go.
'Ou te fia alu i Apia.......I want to go to Apia.

The independent pronouns will usually follow the verb.

'Ua fia alu 'o ia ....He wants to go.

4. The Adjective. Used as a noun modifier, adjectives follow the noun. (for exceptions see the section on adjectives.)

'Aumai le peni lanumoana... Bring the blue pen.

Used as a verb (with tense markers) adjectives are treated the same as a verb.

E lanumoana   le peni..... The pen is blue.

5. The Adverb. Adverbs follow the word they modify.

'Aua le 'ai tele............ Don't eat a lot.

Interrogative adverbs can come at the beginning of the sentence or following the verb.

'O anafea na 'e sau ai?....When did you come?
Na 'e sau anafea?.........When did you come?

6. Conjunctions and Prepositions. These important words follow closely to their English counterparts in their positions within the sentence.

PART VII PREFIXES, SUFFIXES AND COMPOUNDS WORDS

Samoan is a Language that is largely built on simple roots from which many of the other existing words are derived. A simple base like mata for example gives rise to well over 50 words which are derived from just this one word. The importance of prefixes and suffixs as well as the formation of compounds should be realized by any student of Samoan. Below is a list of many of the common prefixes, suffixes and ways of forming compounds. This list is not complete, but it will provide a strong basis for increasing vocabulary and for understanding the importance of word building to the Samoan Language.

PREFIXES

The following are the most commonly encountered prefixes:

1. Fa'a is the most frequently used of all the prefixes.

   (a) To denote a likeness or similarity.

fa'asāmoa	the Samoan way.
fa'afāfine	tranvestite.(to be like a woman)

   (b) To denote cause, action, or intention.

fa'aalu	to make go, cause to go.
fa'asuka	to sweeten something.
fa'amālosi	to make strong.

   (c) To denote negative or diminutive degree with the word lē (not).

fa'alēlelei	not too good
fa'alēmālosi	not too strong

   (d) To denote the adverbs once, twice, etc, with numbers.

fa'atasi	once
fa'alua	twice

2. Numeral prefixes. There are several prefixes which give additional meanings to the numerals.

   (a) to'a must be used before numbers refering to people.

to'alua tagata	two people

   (b) ta'i used before numbers forms the distributives.

ta'ilua	two each

   (c) fa'a give rise to the adverbs, once, twice, etc

fa'atolu	three times (thrice)

   (d) lona gives the ordinals.

lonalua	second

3. Ana is commonly prefixed to adverbs of time to give a past meaning.

anapō	last night

4. Fe....a'i is prefixed to verbs to give the reciprocal form.

fealua'i	to go to and fro.

5. Tau before a verb means to keep on, to try on

taumate	to keep guessing

6. Ma before verbs can express power or possibility, as well as a state or condition.

ma + fai (to do)	mafai (to be possible)
ma + folafola (to spread out)	māfolafola (to be flat)

7. Ta changes the word to one of action.

ta + pē (to die)	tapē (to kill)

8. Fia has two uses. One is to express a desire or wish. The other is to show a negative trait.

fiamoe	to want to sleep
fiapoto	to be conceited.

9. 'Au is used to show a group or team.

'aufaipese	choir

SUFFIXES

1. Passive suffixes have already been discussed in the section on verbs.

2. Reciprocal suffix a'i is present with the prefix fe to give verbs a reciprocal meaning.

feiloa'i	to be acquainted

3. Ga when added to verbs changes these to nouns.

moe (sleep)	moega (bed)

4. Gōfie (easy) and gatā (hard) are commonly added to verbs.

mauagōfie	easy to get
mauagatā	hard to get

COMPOUNDS

Use of compound words is the most common way of expressing similar concepts and new words (especially those of foreign origin).

1. Foreign words are usually compounds of several words that describe that action or object.

mea pu'eata	camera (thing (to) catch picture)

2. Many native words are also descriptive compounds.

lanumoana	blue (colour (of) deep sea)

3. Some words are reduplications of roots which give intensive, diminutive or

frequentative meanings

Savali (to walk)	Sāvalivali (to walk about)

4. A few words are used only in composition.

atigi (shell, piece)	atigi pusa (cardboard box) atigi fagu (empty bottle)
fogā (surface)	fogā'ele'ele (surface of the earth)

ENGLISH - SAMOAN WORD LIST

Introduction: The following lists are compiled according to subject matter. Many important areas are covered in this section and it is hoped that the student will find them useful in aquiring new vocabulary. Generally, only one meaning is given for any word, but there are usually more than one meaning in many cases. Parts of speech are not given for each word but whenever possible, the (a) or (o) preposition is noted behind the noun to show whether it is an 'o' class or 'a' class noun. Many of the Samoan words that follow are new words, formed directly from the English word (carrot - kāloti) and as such may not be very adaptable in situations not related to its subject or normal usage.

I. Agriculture Terms

a section	se vāega
abney level	fuavai (apeni)
Agricultural Department	'Ofisa o Fa'ato'aga
barbed wire	uaea tālatala
barometer	fua mo le tau
boundary	tuā'oi
bridge	alalaupapa
bush knife	sapelu
cage	faga o se manu
chemicals	vailā'au
clay	'ele
compass	tāpasā
cubic foot	futu kūpita (futu tāfaono)
cup	ipu
dam	fa'atānoa e fa'asao ai le vai.
dangerous	mata'utia
deep	loloto
diameter tape	fuatoso
ditch	'autu
fence	pā
file	faila
fuel oil	suāu'u mo so'o se afi
gallon	kālone
gasoline	penisini
hammer	sāmala
hill	a'ega, mea maupu'epu'e
hog pen	pā pua'a
hole	pū, lua
hoe	suō tā'ele'ele
irrigation ditch	alāvai
ladder	'apefa'i
level	fuavai
line, row	laina, atu
loam	'ele'ele fefiloi
map	fa'afanua
nail	fao
oil drum	kālone suāu'u
pail	pakete
paraffine	palafine
pick	piki
pint	paina
plow	suōtosina
pound	pauna
quart	kuota
raincoat	'ofu fa'atimu
rake	lako
ridge	tumutumu o se fa'aputugā 'ele'ele.
rope	maea
saw	'ili
sennit	'afa
scale	fua
shovel	suō asu
soil	'ele'ele
siphon	mimiti; fa'agā'au mimiti
spade	suōtipi
spring	puna, mata o le vai
sprayer	fana vailā'au
steam	ausa
steep	tāfatō
tractor	palau
trail	'auala, āsaga
transit	ala mo feoa'iga
tin cutter	'oti'apa
twine	tuaina
weed killer	vailā'au fagavao
well	vai'eli
wheel barrow	uili paelo
white gas	penisini mamā
wire	uaea

ant	loi	mosquito	namu
bee	lagomeli	pig	pua'a
black ant	lōata	rat tail	si'usi'u 'isumu
bull	povi po'a	rat trap	faga 'isumu
centipede	atualoa	rat poison	māunu isumu
chicken	moa	rhinoceros beetle	manu 'ainiu
chicken egg	fuāmoa	scorpion	'ātalava
cockroach	mogamoga	snails	sisivao
cow	povi	stick insect	se
dog	maile	slater	tama'i pua'a
fly	lago	slug	gaupapa
millepede	'anufesaina	wasp	pi, lagomumu
milk	susu	worm	'anufe

Miscellaneous Terms

debeak	tipi le tumutumu o le	cocoa seed	fatukoko
	gutu o se manulele	pick the cocoa	tau le koko
to castrate a pig	fofō le pua'a	cocoa hook	loukoko
blood	toto	dried cocoa	koko mago
harvest	selesele	fresh coconut	popo mata
seeds	fatulā'au	coconut drier	'ogāumu tacpopo
garden	togālā'au	coconut trunk	'ogāniu
plantation	fa'ato'aga	taro top	tiapula
farmer	faifa'ato'aga	planting stick	'oso
animal feed	mea'ai a manu	young taro leaves	lu'au
poisonous	'o'ona	plant the taro	totō le talo
banana suckers	tama'ifa'i	harvest the taro	se'i le talo
banana bunch	'aufa'i	taro planter	faifa'atoagā talo
banana stump	pogati fa'i		
plant the banana	totō le fa'i		
pick the bananas	tatā 'aufa'i		

Mechanical Terms

blade	mata (lau) o le naifi	needle nose	palaea mata'umi
broken	gau	oil can	'apa suāu'u
benzine	penisini	phillips	sikulū talaiva
belt	fusipa'u		matafā (4 eyes)
clamp	fa'aū	plastic hammer	sāmala una
chisel	panisi (tofi)	pich bar	pinisipā
file	faila	rachet	sipena vilivili
foot	futu	socket handle	'au sōketi
grease	ga'o	socket	sōketi
glasses	mata tioata (una-plastic)	saw blade	matā'ili
half	'afa	wrench	sipena
inch	'inisi	wire cutter	palaea tipi u'amea
knife	naifi		
lock	loka	$\frac{3}{4}$	tolu kuata
metal saw	'ili u'amea	$\frac{1}{2}$ inch	'āfa inisi
metal cutter	tipi u'amea	$\frac{1}{4}$ inch	kuata inisi
metal hammer	sāmala u'amea	oil	suāu'u

Natural Phenomena Vocabulary

beach	matāfaga	cloud	ao

cloud	ao	reef	ā'au
coral	'amu	river	vaitafe
dirt	palapala, 'ele'ele	sand	oneone
drought	lāmala	rough (sea)	sou (le vasa)
earthquake	māfui'e	sky	lagi
earth, world	lau'ele'ele, lalolagi	snow	kiona
flood	lolo	sun	lā
ground	'ele'ele	spray, foam	pisi
wave	gālu	stars	fetu
lake	vaitūloto	surf	galu fati
lightning	uila	storm, hurricane	afā
morning	taeao	tsunami (tidal wave)	galulolo
night	pō	thunder	faititili
		wind	matagi

* * *

II. BIOLOGICAL TERMS

Parts of the Body

ankle	tapuvae	heel	mulivae
arm, hand	lima	hip	suilapalapa
back	tua	jaw lower, chin	'auvaealalo
big toe	vae matua	jaw upper	'auvaealuga
body hair	fulufulu	knee	tulivae
breast	susu	leg, foot	vae
brow	muāulu	lip	laugutu
cheek	'alafau	mouth	gutu
chest	fatafata	neck-	ua
ear	taliga	neck, nape of	tuāua
elbow	tulilima	nose	isu
eye	mata	palm	alofilima
eyebrow, eyelash	fulufulu mata	shoulder	tau'au
eyelid	laumata	sole	alofivae
finger	tamā'ilima	thumb	limamatua
fingernail	(a)tigilima	toe	tamā'ivae
hand, back of	tualima	toenail	(a)tigivae
hair of head	lauulu	tooth	nifo
head	ulu	waist	sulugātiti
head, back of	muliulu	wrist	tapulima

Samoan Medical Terms

abortion	ma'i fafano	bandage	fusi
amenorrhea	lēpoto	baldness	ulutula
anaemia	totovāivai	boil	ma'i fa'asua
appetite	manogi mea'ai	boils axilla	lo'omatua
artery	'atelia	break bones	gau
ascites	fulavai	burn	mū
arthritis	tulilefu	blood vessel or tendon	uaua
asthma	sela		

blood-stained discharge	filogia
broken leg	vaegau
bruise	totoulia
bursitis shoulder	fatuamo
carbuncle	silailagi
cataract	mūalilitutotonu
chicken pox	tanesusu
chief's death	tu'umālō
chief's sickness	tāomia le fala
chiefs and kings death	pa'ū le lā
circumcision	pelitome
cold, rhinitis	isumamafa
colic	tale
contracture of hand	lima papagi
convulsion	ma'ilili
convulsions	ma'ioso
constipation	manavamau
corneal opacity	mūalili
cotton wool	vavae
cough	tale
deafness	tutuli
death	oti
defecation	fe'aumamao
deformity of ear	taliga mutu
deformity of nose	isupū
diabetes	ma'isuka
diarrhea	manavatatā
diathermy	fa'avevela
dizziness, giddy	niniva
doctor	fōma'i
dysentery	sanatoto
elephatiasis of limbs	tutupa
epilepsy	ma'imaliu
epidemic	fa'ama'i
epistaxis	pāpātoto
eystitis	tulitā
eye disease	ma'imata
faint	matapogia
flatulence	tumu i le 'ea
fractured skull or consussion	foa
freckles	matatoelagoa
goitre or mumps	patō
gout	gugu
haemoptysis	ānutoto
haeteriologist	su'etoto
hare lip	laugutu motu
haematemesis	pua'i toto
headwounds	foafoa
heart disease	ma'ifatu
hernia	fifi pa'ū
hook worm	'anufe mātau
hunch back	tuapi'o
infectious disease	ma'i pipisi
insanity	vale
itch, scabies, or dermatitis	mageso
kings sickness	lagi fa'atafa
laryngitis	fuafua momono
leprosy	lēpela
liniment	vaimili
lint, blanket	'iemāmoe
lipoma	patu
local anaesthetic	fa'agase
lyphangitis	mūmū
measles	mīsela
medicine	vailā'au
menorrhagia	punatoto
meibomion cyst	matafā
midwife	fa'atōsana
nurse	teine tausi ma'i
nurse	tausi ma'i
obesity	puta
obesity	putagaele
obesity	lo'ulo'ua
ointment	vainini
operation	ta'otoga, tīpiga
orator's death	usufono, maliu
orator's and chief's sickness	fa'atafa
pain	tīgā
paralysis of leg	ua pē le vae
parturient woman	failele
pimples	fuafua
pills	fuāla'au
pityriasis rubra	tane
poisoning, drunk	'ōnā
pneumonia	niumōnia
pterygium	matafuluia
pulmonary T.B.	māmāpala
pus	'alou
pulse	pa'ō o le uaua
retention of urine	mātūtū
restless	tāfiti
rheumatism	nunu
ringworm	lafa
round worm	'anufe uri
saliva	fāua
sickness	ma'i, gasegase
sore	po'u
squint	matasepa
spitum	feanuga

stye	fuafua	varicose vein	uauā
sunstroke	taia i le lā	venereal disease	ma'iafi, ma'i papalagi.
swelling abodomen	fula le manava		
swelling neck	uapatō	vomit	pua'i
tetanus	ma'ilili	wart	lafetoga
typhoid	palagā'au	wax of ear	taetuli
twins	masaga	whooping cough	talee'ē, talevivini
ulcer	papala	wormy	'anufea
urinate	fe'auvai	wound	manu'a
vaccination	fa'agata	X-ray	fa'ata

III. DOMESTIC TERMS

apple	'apu	oil	suāu'u
avocado	'āvoka	onion	aniani
baking powder	fefete	orange	moli
banana	fa'i	papaya	esi
green	mata	passion fruit	pāsio
ripe	pula	peas	pi
beef	fasipovi	peanut butter	ga'o pīnati
biscuit	masi	pickle	kūkama fa'avinika
bread	falaoa	pineapple	fala
breadfruit	'ulu	potato	pateta
butter	pata	pork	fasipua'a
cantalope	kanitilopu	pumpkin	maukeni
carrot	kāloti	radish	lātisi
catsup	sosi tamato	rice	alaisa
cheese	sisi	sago	saito
chicken	(moa) fasimoa	salt	māsima
clams	faisua	seaweed	limulimu
cocoa	koko	shortening	ga'o
coconut	niu	soy sauce	soi sosi (sosi saina)
green	mata		
ripe	popo	soup	supo
coconut cream	pe'epe'e	spice	mea fa'amanogi
coconut water	suāniu	curry	kale
coffee	kofe	pepper	pepa
cookies	kuki (masi keke)	squid	gūfe'e
cone shell	'ali'ao	sugar	suka
corn	sana	brown sugar	suka 'ena'ena
crab	pa'a	white "	suka pa'epa'e
cream	kulimi	powdered "	suka pauta
egg	fuāmoa	tapioca	manioka, tapioka
fish	i'a	taro	talo
flour	falaoamata	taro leaves	lautalo
green bean	pimata	tea	lautī
green pepper	polo lanumeamata	tomato	tamato
guava	kuava	vanilla	vanila
hot peppers	polo feū	vinegar	vinika
jam	siamu	water	vai
lard	ga'o	water cress	kāpisi vai
lobster	ula	watermelon	meleni
mango	mago	yams	ufi
margarine	makalini	yeast	mea fa'afefete
mayonnaise	meloneisi	cabbage	kāpisi
milk	susu	cucumber	kūkama
condensed milk	susu toto'o	eggplant	'isamelu
evaporated "	susu suāvaia		
powdered "	susu pauta		
octopus	fe'e		

Terms Used In Food Preparation

flavor	manogi
orange	pa'umoli
raw	mata
melted	liusuāvai
honey	meli
dried fruit	fuālā'au mago
Wash vegetables carefully before cooking	Fufulu lelei fuālā'au 'a 'o le'i kukaina.
Wash rice before cooking	Fufulu le alaisa 'a 'o le'i tunuina.
Cook in a covered pot	Saka i se 'ulo e i ai se tāpuni
simmer	fa'apunapuna
rapid boil	puna vave
Boil till soft	Saka ia malū
Heat till it begins to thicken	Fa'avevela pea se'ia toto'o
Stir constantly	Sa'eu pea (so'o)
Don't stir it	'Aua le sa'eua
Boil in small amount of water	Saka i sina vai
season to taste	fa'amanogi
Drain water from/out	Fa'aalu (sasa'a) le vai i fafo
pinch of	'ini, sina mea
baking	tao
Separate egg white from yolk	Tu'u 'ese'ese le niu ma le lega o le fuāmoa
Grease baking dish	Fa'aga'o 'apa tao mea'ai
Add dry ingredients	Fa'aopoopo i ai mea mamago.
Sift dry ingredients	Fa'amamā fa'atasi mea mamago
Cut into squares	Tipi fa'atafafā
peel	fofo'e
scrape	valu, vavalu
skin	fisi
mash	tu'i
grind	olo
mix	palu
dilute	sui
Fill the pot with water	Fa'atumu le'ulo i vai.

Glossary of Utensils

tānoa	native bowl	tāuaga	fibrous material used to extract coconut milk
tānoa palu 'ava	kava bowl		
tānoa fai mea'ai	wooden bowl for making food		
'ulo	cooking pot	i'ofi (tongs)	a V-shaped thing made of the center part of the coconut leaf used to pick up hot rocks in the 'umu.
falai	frying pan		
tīpoti; tītata	tea pot, tea kettle		
sipuni	spoon		
tui	fork		
naifi	knife		
sapelu	bush knife	sasa'e	a long stick used to spread the hot rocks of the 'umu.
ipu ti, (ipu fai'au)	tea cup, mug		
ipu mālamalama, ipu tioata	glass, tumbler		
sasa	saucer		
ipu sālati	salad bowl		

tau	banana, taro, ta'amū leaves used to cover the umu.	matātuai	coconut scraper
tauvela	the old used tau, used for the outer covering of the umu	veve	used tau that is wrinkled and very dry.

Household Vocabulary

bed	moega (o)	outlet (power)	paoa (eletise)(a)
broom	pulumu (a), salu (a)	porch (verandah)	poletito (o)
ceiling	fā'alo	rug	fala māmoe o potu
chair	nofoa (o)		nofonofo
cupboard	pusatū(a)	room	potu(o)
desk	tesi (laulau, tusitusi (o)	refrigerator	pusa'aisa
door	fāitoto'a	shelf	fata (a)
door knob	'au o le fāitoto'a (a)	stove	'ogāumu
dust pan	fa'amamā pefu (a)	sink	fa'atānoa fuluipu (a)
fan	ili (o)		
floor	fola	shower	paipa tā'ele (o)
floor mat	(fala) papa (o)	tap	paipa (o)
food safe	sefe (a)	toilet	faleuila, fale'ese, falevao (o)
laundry soap	moli tamea (tā'ofu)(a)		
light bulb	matāuila (a)	table	laulau (a)
light switch	kī o le moli (a)	telephone	telefoni (a)
mop	mopu (a)	washing machine	masini tā'ofu
		window	fa'amalama
		window pane	tioata o fa'amalama (0)
		wall	pā puipui, puipui

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IV. EDUCATION VOCABULARY

alphabet	'alafapeti;pī faitau	exercise(physical)	toleni
art	mea tauata	exercise(written oral)	matā'upu
add	fa'aopoopo		
aquarium	faga tu'ui'a	flag	fu'a
around	fa'ata'amilo	fingerpaint	valilima
across	fa'alava; sopo'ia	fraction	vaegāmea
broom	salu; pulumu	globe	kelope; fa'afanua
comprehension	fa'atinoga o le malamalamaga i se tala		lāpotopoto
		games	tā'aloga
chalk	sioka penisina;	geography	su'esu'ega i mea o i le lalolagi
crayon	valiga'o		
cupboard	kāpoti, pusatū	handwork	gāluega taulima
circle	li'o	harmony	gatasi
correct	sa'o	history	tala fa'asolopito
defeated	fāia'ina	health	soifua mālōlōina
desk	tesi	holiday	tū'uaga
divide	vāevae	knot	nonoa
drawer	pusatoso	loop	matāsele, vio
door	fāitoto'a	music	mūsika
		multiply	fa'atele
duster (blackboard)	solo laupapa	monitors	tā'ita'i
eraser (paper)	titina	map	fa'afanua

notebook	'api, o fa'amaumauga	sentence	fuai'upu
number	nūmera	straw	mea mimiti vaiinu
nature studies	su'esu'ega fa'anātura	shelf	fata
obedient	usita'i	substract	tō'ese
punishment	fa'asalaga	script	tusilima
practice	fa'a'oa'oga	sound	leo
paragraph	parakarafa	social science	matā'upu tauāmioga
page	itulau	strap or leather	fasipa'u
pencil	penitala	talk	tautala
quiet	fīlēmū, lē pisa	to color	vali
ruler	vase; lula	to mark	togi; māka
recess	mālōloga	trace	toe tusi i luga o le tusiga muamua
rhyme	solo e fetaui fa'aleoga o i'ulaina.		
rubbish	otaota, lāpisi	table of contents	fa'asologa o matā'upu
square	tāfafā; sikuea	title	ulutala
shout	'e'ē	verb	veape
substitute (change)	suitūlaga	window	fa'amalama
		whisper	musumusu

art	fa'atinoga o māfaufauga i so'o se 'auala
collect the books	ao tusi ('api)
clean the blackboard	fa'amama (solo) le laupapa
get ready	sauni
school is out	'ua tū'ua le ā'oga
you are late	'ua'e tuai mai
top of class	sili i le vasega
bottom of class	uliva'a
drill (do again and again)	toe fai ma saga fai
take out your books	'ave a'e a tou tusi ('api)
open your books	su'e a tou tusi ('api)
close your books	tāpuni a tou tusi('api)
put away your books	tu'u 'ese a tou tusi
turn to page 10	su'e le itulau e sefulu
fill in the blanks	fa'atutumu āvanoa or fa'atumu āvanoa
raise your hand	si'i lou lima
be quiet	'aua le pisa
one at a time	ta'ito'atasi
put down	tu'u i lalo
is greater than	e sili atu
is less than	e la'itiiti ifo
the same as	'e tutusa ma
clean up the room	teu le potu, fa'amamā le potu
pick up the pieces of paper	tae fasipepa
turn on the light	kī le molī
turn off the light	tapē le molī
light the lamp	tutu le molī
draw pictures	tusi ata
write in the air	tusi i le'ea
don't be lazy	'aua le paiē
line up here	fai le laina i 'ī
ring the bell	tā le logo

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V. FISHING TERMS

'afa fāgota	fishing line
'alia	catamarang canoe or boat
alo	paddle or row (paopao) (va'a)

ālo le va'a	to paddle the boat or canoe
ama	the outrigger float
'apa'apa, asa	fin of a fish
e lauagafulu i'a	ten fish
e laulima i'a	fifty fish
e 'asa le faiva	the fishing is poor
e mau le faiva	the fishing is good
fa'amata le̱ tao	sharpen the spear
fafau le pā	bind the pearl shell lure
faga̱i'a	a fish trap
fagāpusi	a trap for eels
fanai'a	dynamite
fa̱nameme'i	sling spear gun
fīgota	small, edible sea creatures such as crabs, mollusks, etc.
foe	a paddle or oar
fuilauvī	gills of a fish
'iato	booms connecting the ama with the hull
lafo le 'au'ia	cast a net over a shoal of fish
lafo le 'upega	cast the net
lago'ofe	forked stick used to hold bonito rod
lālaga le 'upega	weave the net
limulimu	seaweed
li̱u	the hold of the boat
ma̱unu	bait for fishing
mātau	a hook
ola	a closely-woven basket used for holding fish
paopao	small outrigger canoe
pa'umeme'i	rubber bands used for spear gun
pule	cowrie shell
pulu	a lead weight
sasau le 'ofe	cast the line from a fishing rod
seuseu	fish from shore
si̱'usiu	tail
suāliu	water in the boat
tao	spear
tā'ai le 'afa	to roll up fishing line
tala	spikes on a fish
tala le 'afa	unfold the fishing line
tapi̱li	propeller of a boat
tatā le (liu)	to bail out the bilge water
tatā o le va'a	a bailer
tau le va'a	anchor the boat
taumua	bow
taumuli	stern
taumata	eyeshades woven of coconut leaf
toso le lau	pull a string or net of leaves to encircle a school of fish
toso le mātau	pull in the hook and line
'ua 'ai le i'a	the fish has taken the bait
'ua malū le aso	the day (and the sea) is calm
'ua motu le pa	the lure broke loose
'ua motu le mātau	the hook is broken
'ua pe le tai	low tide
'ua sa'e le va'a	the boat is overturned
'ua sou le sami	the sea is rough
'ua sua le tai	high tide
'ua tafea le va'a	the boat is adrift
'upega	net
una	scales

va'aālo	canoe
va'aniuē	canoe with a covered deck
velo le i'a	hurl a spear at a fish

Fishes of Samoa

'a'a	waigeu snapper
afulu	goatfish
ali	flounder
alogo	zebra surgeon fish
'anae	mullet
'asi'asi	yellow fin tuna
atu	bonito
atule	scad(big eyed)
aua	garfish
ava	milkfish
'ava'ava	crescent sea perch
'ava'ava moana	banded sweetlip
fai	sting ray
fāisua	gaint clam
fe'e	octopus
filoa	pigfaced bream (long nosed emperor)
fu̱ga	parrotfish
gā'ogo	large atu
gatala	grouper (rock cod)
gūfe'e	squid
lai	leatherskin
lālāfutu	baillion's dart
laulaufau	bat fish
laumei	green turtle
laumei una	hawksbill turtle
limulimu	seaweed
lo	spinefoot
mata-i̱-taliga	hammerhead shark
mala'i	scarlet sea perch
malau	soldier fish
malauli	trevally
malie	shark
mālolo	flying fish
manini	convict tang
manoa	porpoise
masimasi	dolphin fish

mata'ele'ele	young filoa (tunutunu)
moamoa	bodfish
nanue	silver bream
pa'a	crab
palagi	surgeon fish
pala'ia	small pone
papa	lunar tailed rock cod
pelupelu	sardine
pone	olivaceous tang
pusi̱	moray eel
salī	heardyhead
sapatū	barracuda
sa'ulā	sail & spearfish
sāvane	blue lined sea perch
sāvage mūmū	red snapper
sāvage pa'epa'e	white snapper
sea	beche demer (a sea cucumber)
sue	blow fish
suila	half beak
saosao	large barricuda
sugale	wrasse
sumu	leather jacket
tafolā	whale
talitaliuli	remora
tautu	porcupine fish
tifitifi	butterfly fish
tuitui	sea urchin
tuna	fresh water eel
tu'u'u	angel fish
uga	hermit crab
ulā sami	spiny lobster
ulā vai	fresh water shrimps
ise	garfish

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VI. PHYSICAL EDUCATION

Marching - Savali

Backward march	savali i luma	fall in	fōleni
Class halt	Vasega tāofi!	forward march	savali i luma
face left	Fa'asaga i le agavale	left flank	itu agavale
face right	Fa'asasa'o i le taumatau	line, column	laina

March	Savali	Right flank	itū taumatau

Track & Field - Ta'aloga tau tū'uga:

Back stretch	Sa'oga i tua	Javelin	Tāgāti'a
Discus	Togi u'amea sālafa	Long jump	Oso mamao
Finish	Tigi	On your mark	Va'ai lau laina
Final stretch	Sa'oga mulimuli	Pass	Pasi
Get set	Sāuni	Relay	Moligāfu'a
Go!	Alu!, ō!	Shot put	Togi u'amea mamafa
High jump	Oso maualuga	Sprint	Tū'uga masau (100 iata)
Hurdling	Tamo'e ma oso	Strategy	Fa'atūlagaga

Tennis - Tēnisi

Backhand drive	Tā liliu aga'i i tua	Net	'Upega
Backswing	Tā i tua	Racket	Pate tēnisi
Body position	Tulaga o le tino	Serve	Serve
Forehand drive	Tā aga'i i luma	Toss	Togi
Grip	'U'uga (o le pate)	Volley	Su'ega o le serve; Tataga, Voli

Basketball - Pasiketi polo

Back board	Laupapa o le mama	Foul	Sala
Bounce	Fiti	Goal (ring)	Mama pasiketi polo
Charging	Tamo'e fa'afetaui	Hook shot	Togi mai i le itū
Chest pass	Pasi mai i le fatafata	Jump ball	Oso
Defensive player	Tagata ta'alo fa'alavelave	Jump shot	Togi oso
		Man to man	Tagata i le tagata
Dribble	Pōpō	Offensive player	Tagata ta'alo ma le polo
Equipment	Mea ta'alo	Pass	Pasi
False	Sesē	Under-hand pass	Pasi mai lalo
Free throw	Togi fua		

Hockey - Hoki

Corner	Tulimanu	Penalty	Fa'asalaga
Drive	Tuli	Push	Tūlei
Fielding	Talitua'ā	Right cut	Tipi i le taumatau
Goalkeeping	Fa'atali ('ogāumu)	Roll in	Fa'ata'avale i totonu
Hockey stick	Pate hoki	Scoop	Sali
Marking	Māka		

Soccer - Soka

Center	'Ogātotonu	Inside of foot	Le itū i totonu o le vae
Drop kick	(kiki) fa'apa'ū ma a'a.	Instep	La'a i totonu
Free kick	Kiki fua	Kick off	Kiki 'āmata
Full back	Fulupeki	Outside of foot	Le itū i fafo o le vae
Half back	'Afapeki	Penalty kick	Kiki o le sala
Inside of foot	Le itū i totonu o le vae	Punt	Pani; kiki, A'a

Instep	La'a i totonu	Trapping	Tāofi mau le polo
		Wings	Uigi

Softball - Soft polo:

Baseman	Tagata fa'atali 'ogāumu	Order	Fa'asologa
		Outfield	Talitua'ā 'i fafo (tua)
Bases	'Ogāumu	Pinch hitter	Tagata tā mo le isi
Bat	Pate	Pitcher	Fa'ate'a
Bunting	Pani	Progression	Gāluega fai fai pea
Catcher	Mulumu	Release	Fa'amamulu
Coach	Faiā'oga	Sacrifice	'Ai po'o le pē foa'i fua
Curve	Togi vivili	Skill	Agava'a
Diamond	Taimane	Sliding	Fa'asese'e
Error	Mea sesē, sasi	Tactics	Togafiti
Fielder	Talitua'ā	Throwing	Togi
Ground ball	Polo fitifiti	Walk	Savali fua
Infield	Talitua'ā 'i totonu	Whip	Togi vili

Speedball - Polo masau:

Kickup	Kiki i luga	Stationary	Le gāoioi, Tūpoupou
Lifting	Lifi, Si'i	Teammate	'Au
Moving	Gāoioi		

Volleyball - Voli polo:

Blocking	Poloka	Overhand pass	Pasi i luga o le ulu
Bump	Fa'atau i lima e lua	Rotation	Fa'atā'amiloga
Court	Malae tā'alo	Score	'Ai
Game	Mālō	Serving order	Fa'asologa o le serve
Match	Tauvāga	Set	Seti
		Side out	Sui le serve
		Spike	Sipaika; Sāmala

Common Aflictions - Fa'afītāuli tau le soifua māloloina:

Bone	Ponāivi	Muscle	Maso; mūsele
Break	Gau	Sprain	Mapeva, Māsui
Cramp	Maso mimigi	Strain	Māsui, Mapuna
Cut	Lavea		

Exercises - Fa'amālosi tino

Bicycling	Vili uila	Squat thrusts	Fa'atū i luga ma lalo
Count	Faitau	Toe touching	Tago i tama'i vae
Hop	Musa	Windmill	Pe'ape'a
Jumping jack	Oso Oso		

Gymnastics - Fa'amalosi tino:

Backward roll	Ta'avale i tua	Forward roll	Ta'avale i luma
Balance	Pāleni	Head stand	Tū i le ulu
Dip	Fa'atofu	Tumbling	Tāgāfiti

PLAYING CARD VOCABULARY

Some Samoan card games:

'Asini	Variation of donkey	Suipi	Casino
Lami	Rummy	Tā isu	Variation of hearts

Suipi Vocabulary:

Ace (worth 1 point each)	Sai
Casino - (ten of diamonds worth 2 points)	Kasina
Cards: most cards worth 3 points)	Pepa
Club	Fele
Cut	Kaki
Deal	Tufa
Deck	Fola
Deck of cards	Pelē
Diamond	Taimane
Face card	Tagata
Hearts	'Ata
Jack	Tama, Siaki
King	Tamāloa
Lose	Faia'ina
Point	'Ai
Queen	Teine, Fafine
Shuffle	Tōtō
Spade	Peti
Sweep (worth one point)	Suipi
Two spades (worth one point)	Lōlua (peti)
Win	Mālō
Come take a beating (at cards)	Sau e fai sou tui
How many points do you have?	E fia ou/lua/tou 'ai
In our card game, will the loser(s) treat the winner (s)?	E fai fa'a'ai le pelē ?
Let's play cards	Tā/tātou pelē
Shuffle the cards	Tōtō le pele
To lift a/some card(s) from the deck with one of your own that matches	Si'i

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VII. RELATIONSHIP-KINSHIP - 'Upu tau 'Āiga

extended family	'āiga (noun)	man's son, daughter	ātali'i, āfafine
to be related to.	'āiga (verb)	woman's son, daughter	tamatama, tamateine
(e.g.)		grandfather: paternal	tamā o lo'u tamā
We, Jim and I, are		maternal	tamā o lo'u tinā.
related.	Mā te 'āiga.	grandmother: paternal	tinā o lo'u tinā
		maternal	tinā o lo'u tinā.

I am related to you both.	Tātou te 'āiga
father	tamā
mother	tinā
sister of female	uso
brother of male	uso
sister of male	tuafafine
brother of female	tuagāne

great grandfather:	paternal	tamā o le tamā o lo'u tinā.
	maternal	tamā o le tamā o lo'u tinā.
uncle:	paternal	uso o lo'u tamā
	maternal	tuagāne o lo'u tinā.
aunt:	paternal	tuafafine o lo'u tamā
	maternal	uso o lo'u tinā

Cousin:	father's sister's children	Tama a le tuafafine o lo'u tamā (sing.) Fānau a le tuafafine o lo'u tamā (pl.)
	father's brother's children	Ātali'i/āfafine o le uso o lo'u tamā (sing.) Fānau a le uso o lo'u tamā (p..)
	mother's sister's children	Tama a le uso o lo'u tinā (sing.) Fānau a le uso o lo'u tinā (pl.)
	mother's brother's children	Ātali'i/āfafine o le tuagāne o lo'u tina (singl.) Fānau a le tuagāne o lo'u tinā.(pl.)
Nephew (Niece)	man's sister's children	'O le tama a lo'u tuafafine (sing) Fānau a lo'u tuafafine (pl.)
	man's brother's children	'O le ātali'i/āfafine o lo'u uso (sing) Fānau a lo'u uso (pl.)
	woman's sister's children	'O le tama a lo'u uso (sing.) Fānau a lo'u uso (pl)
	woman's brother's children	'O le ātali'i/āfafine o lo'u tuagāne (sing.) Fānau a lo'u tuagāne (pl.)

My grand-children	Fānau a la'u fānau
My great grand-children	Fānau a le fānau a la'u fānau

Foster relationships:	fai
adoptive child	fānau fai
adoptive mother	tinā fai
adoptive father	tamā fai
adoptive brother/sister	uso/tuagāne/tuafafine fai
adoptive son, daughter (man's)	ātali'i fai, āfafine fai
adoptive son, daughter (woman's)	tamafai

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VIII. SAMOAN CEREMONIAL SPEECH

SOME POLITE WORDS

English	Common	Tulafale	Ali'i
go	alu (ō)	maliu atu	afio atu, susū atu
come	sau (omai)	maliu mai sosopo mai	afio mai, susū mai
eat	'ai ('a'ai)	tausami, tāumafa	taute, tāumafa tausami
drink	inu (feinu)	tāumafa, tausami	taute, tāumafa, tausami
sit	nofo (i lalo)(nonofo)	alāla, 'e'eta'i	afio, pāpā 'a'ao
stand	tu (i luga) (tutū)	tūla'i	tūla'i
walk	savali (sāvavali)	āga'i	āga'i, tala 'a'ao
sleep	moe (momoe)	tōfā	tōfā
bathe, shower	tā'ele (tā'e'ele)	fa'amālū, 'au'au	fa'amālū, 'au'au penapena
hear, listen	fa'alogo(fā'alogologo)	fa'afofoga	fa'afofoga
look, see, watch	va'ai, tilotilo (vā'ai)	taga'i, maimoa	silasila, silafaga
cry	tagi (fetāgisi)	tutulu	tutulu
wake	ala (mai/i luga)(feala)	maleifua	maleifua
sick	ma'i (mama'i)	gasegase	fa'atafa, pulupulusia,
angry	ita (feita)	to'atāma'i	to'atama'i, ma'ema'eā to'asā.
dance	siva, sivasiva(sisiva)	'aiuli	sā'asa'a, sāusaunoa
rest	mālōlō	māpu, mānava	māpu, mānava
give/bring me	'aumai	fa'agasegase mai	'a'ao mai, fa'agasegase mai.
speak, talk	tautalā (tāutala)	fetalai	saunoa, tūlei, malele
call	vala'au (vāla'au)	tauvala'au	fa'amalele
wash hands	fafano	tatafi	tatafi
cut hair	'oti (le lauulu) (ta'oti)	fa'afuga	fa'afuga
face here	fa'asaga mai(fa'asasaga)	ālo mai	ālo mai, sagai mai
shake hands	fa'atālofa	lūlū 'a'ao	lūlū 'a'ao
go fishing	fāgota (fagogota)	fa'atamasoāli'i	fa'atamasoāli'i

ORDER OF RANK: WHO TO ADDRESS FIRST

A. Family

1. man
2. wife
3. children

B. Family & Ali'i (visiting)

chief
man
wife(wives)
others

(C) **Family & Ali'i & Tulāfale**

1. ali'i
2. tulāfale
3. man
4. wife (wives)
5. others

(D) **Family & Ali'i, Tulāfale, and non titled guest.**

1. ali'i
2. tulāfale
3. guest (non-titled)
4. man
5. wives
6. others

(E) **Family, Ali'i, Tulāfale, Guest and Minster.**

1. minister (and wife)
2. ali'i
3. tulāfale
4. guest
5. man
6. wives
7. others

NOTE: If, in any of the above situations, someone has a title or more than one title, the highest titled man/woman is always addressed first continuing in this manner through all present. The exceptions being the minister (who is always addressed first) and if the group is addressed as a whole body rather than individuals (a tou afioga ma failāuga)

GREETINGS

A. Welconing an Ali'i (High Chief)	The reply to an Ali'is welcome:
1. Susū maia lau susūga.	Susū lava lau susūga.(certain chiefs only)
2. Tala maia ou 'a'ao.	Pāpā 'a'ao ia lau susuga/afioga.
3. Afio maia lau afioga.	Afio lava lau afioga. 'Ia, lau afioga.

B. Tulāfale (Crator)	Reply
1. Maliu maia lau tofā.	'E'eta'i lava lau tōfā.
2. Sosopo maia lau tofā.	'Ia, lau tōfā.

C. Tama'ita'i (Women)	Reply
1. Taupou: Same as high chief(ali'i)	Same as A and B above
2. Faletua: Same as her husband(ali'i)	
3. Tausi: Same as her husband (tulāfale)	

D. Faifeʻau (ninster)	Reply:
1. Catholic: Afio mai	1. Afio lava lau afioga a le patele. (priest) tamā'ita'i sā (nun)
2. All others: Susū mai	2. Susū lava lau susūga a le fa'afeagaiga.

E. Greetings for anyone:

1. Lefulefua maia (for a traveller).
2. Sāutia maia (for morning).
3. Lāina maia (for afternoon).
4. Pōuliouligia maia (for evening).

F. SOME COMMON POLITE EXPRESSIONS:

1. 'Ā'e afio/susū i fea? maliu/sosopo susū	Where are you going (chief)? (orator)? (anyone)?
2. Faleseu le 'ainā, afio maia i le aganu'u lē fai nei. sosopo maliu susū	

Exercise the eating, welcome to the (meal) that is now served.

Tautala tū atu, fa'afetai le fa'aāloalo. Tautala atu i le sala Tautala atu i le tūlaga vale	Excuse the talking while, standing, thanks for the politeness.
3. Lau 'ava taumafa le Atua.	Kava offering to God.
'Ia, manuia lenei aso ma ona galuega. le aso le taeao	Happiness on this day and its work. (kava toast) day morning
Ia soifua!	Long life! (kava toast)
'Ia, soifua/manuia.	Long life/cheers (kava toast reply)
4. 'Ia, mātū mai vai!	You finished (dry) bathing!
5. 'Ia, mānava!	Rest! (after work)!
6. 'Ia, tautai a'e!	Come up fisherman!(after fishing)

USEFUL SPEECHES

(A) Presenting the oso:

Ia, 'o le oso fa'atauva'a lea mo le 'āiga, e lē'o se mea tele. 'Ou te fa'amoemoe e talia ma le fiafia.

Here is a humble (insignificant) food gift for the family, it isn't much. I hope it's accepted with pleasure.

(B) Presenting a mealofa:

Fa'afetai tele i lau afioga ma le faletua ma le 'āiga. Fa'afetai le alofa
tōfā · tausi
susūga · faletua

ma le agalelei. Fa'afetai fo'i le fa'aāloalo. Totogi atu e le Atua lo tou alofa fōa'i. E leai se taui 'ou te mafai ona 'avatu e fa'atusa a'i, 'ua nā'o se meaalofa fa'atauva'a lea e fa'atino ai la tātou māfutaga.

Thanks a lot to you sir (chief) and your wife (chief's) and family. Thanks
(orator) (orator's)
(any man) (any man's)
for the love and kindness. Thanks also for the hospitality. God will repay you for the love you have given. There is no reward I can possibly give to match this, just only a insignificant gift to represent our gathering.

C. Blessing the food:

Se'i fai la tātou fa'amāgalo. (Lets say grace) Fa'afetai tele le Atua i nei
lotu
tāumafa 'ua 'E fōa'i 'ona 'o Iesu lo mātou Fa'aola. E aogā e maua ai lo mātou mālosi. Fa'amanuia i ē na sāunia e ala i lou Suafa. 'Āmene.

Thanks greatly Lord for this sustenance you have given through Jesus our Savior. It's useful to give us strength. Bless they who served through your Name. Amen.

D. Thanking the family after eating:

Fa'afetai lava fai mea tāumafa.
mea'ai
mea inu

Thanks very much for providing re-
refreshment.
food
drink

Fa'afetai fo'i gasese i lau Afioga ma le Faletua ma le 'āiga.
tōfā tausi
susūga faletua

Thanks also for the preparation sir (chief) and to your wife(chief's) and family.
(orator) (orator's)
(any other) (of any other)

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SOME IDIOMATIC EXPRESSIONS

Since the following are idioms, exact translations are difficult. In some cases the English is literal, in others an equivalent English idiom is given.

'auoi!	ouch!
'auoi le Atua e,	God help us,
'auē	alas
'auē'e	alas
'aue'ē	astonishment
'auosi!	ouch!
'amu'ia 'oe	you're lucky
alu loa	go on and go
'a'a	cut out, come off it
'a'e	come off it; quit
'apa Taliu	go fast
e mo'i?	really?
'e 'ese a 'oe	you're different, strange
'e te valea?	are you crazy?
'e te lē pule	you're not the boss
e leai sau fe'au	none of your business
e leai se ma'a	no rocks (money)
e le mālie	it's not funny
ma'imau e,	a waste
miliona	a million, great
nofo ia	stay here, stop it!
'oka'oka!	wow!
'oi	oh! (suprise)
'o lo'u mausa	my favorite
'ou te lē kea	I don't care
pagā	alas; terrible
pau lava	just because
pule a 'oe	you're boss
pipi'i i le mago	stick to the mango tree
sē!	come on man!
suga	girl
sole	boy
selau pasene	100%, great
tafēfē	I'm afraid,(Oh no!)
ta fiaola e,	good grief
ta'i mo'i	really true
ta'i lelei	very good (oh boy!)
tālofa e,	too bad, what a pity
ta'i leaga	very bad
toeafe (toe'efa)	never; try again
tu'u ai pea	leave it
'ua 'ou gau	I'm broke (money)
'ua 'ou motu	I'm broke (money)
'ua sau le tamāloa Lepā	I'm hungry (Fia'ai is the name of a chief from Lepā)

A GENERAL SAMOAN-ENGLISH GLOSSARY

The word list that follows is by no means a complete list of Samoan words. Many common nouns, verbs, etc., are not to be found in this list since it is beyond the scope of this book to provide the student with an extensive Samoan dictionary. For this purpose the student is refered to G.B. Milner's Samoan Dictionary. This glossary is geared for beginning to semi-advanced students of the Samoan language who may need to know the meaning of words encountered in this book or in normal outside of class Samoan conversation. Entries are not restricted to single words, but frequently include idioms and phrases which are also encountered at this level of speech. As with all the material in this book, the ultimate authority on pronunciation has been the Samoan Department of Education rather than existing texts which have in the past been in disagreement on some words. In using this list, the student should note the following points:

1. Entries are listed alphabetically according to the Samoan alphabet (a,e,i,o,u,f,g,k,l,m,n,p,s,t,v)
2. Parts of speech are not listed for each word (i.e. noun, verbs, etc.). The student should be aware that most words can serve as several parts of speech within its basic meaning (i.e. mātū - north, can be a noun, adjective and adverb). The gramatical use for the Samoan word in question can be interpreted within the context of the sentence.
3. Similarly, many compound words, or words derived from common roots are not listed. It is assumed that the meanings of such compounds can be found from the roots, or by taking into consideration effects of common suffixes and prefixes.

āmioleaga	āmio (behavior)+leaga (bad) = bad behavior
fia'ai	fia (to desire)+'ai (to eat) = to be hungry

4. Samoan homonyms are frequently given only one entry with the multiple meanings separated by a semi colon (;)

ao	day; cloud; head; to collect.

5. The plural forms of many words are listed in the same entry as the singular (abbreviated: pl.)

alu (pl. ō)	to go

6. Some words are frequently encountered in a different form. These are listed in parenthesis.

ula (ulaula)	to smoke
lā'ua (lā)	they (pair plural)

7. Most nouns are followed by either an (a) or (o) denoting the proper form of the possessive to be used for that noun. Some words however can use both possessive markers although the meanings of the noun are different.

'O la'u susu	My milk
'O lo'u susu	My breast

8. Many obvious foreign words are not included in this list.

'ofisa	office
sipuni	spoon

9. Some entries are not repeated in this glossary if they are present in the English-Samoan word lists. This is especially true of parts of the body and agricultural, educational, and household terms.

GENERAL GLOSSARY

'A'

a	of
'a	when, for, then, but
ā	what, how
'ā	future tense marker ('o le 'ā)
'a'a	no! (expression)
'a'ai	a city
'a'au (pl. fe'ausi)	to swim
'ae	but
'ae le'i	before
'a'e (pl. fe'a'ei)	to climb
'ae peita'i	nevertheless
'aemaise	especially
ai	a relative particle; who
'ai (pl. 'a'ai)	to eat
'āiga	a family
'aiga	to be edible, a meal
'āi lava	probably
'ailoga	to be doubtful
'aisa	ice
'aiseā	why
'aisi	to beg
'aitālafu	to borrow; debt (a)
aitu	a ghost (o)
ao	day; cloud; head; to collect
a'oa'o	to learn; to teach
'a'o	while; but
'a'ole'i	before
aoauli	afternoon
aofa'i	to gather together; sum, total
aogā	to use; useful
ā'oga	school
'au	a team (a)
au	your (singular)
a'u	I, me; my
'aua	don't
'auā	because
'au'auna	to serve; servant
'auala	a road; path
aualuma	unmarried women's group (a)
'auē	alas (exclamation)
'auina	to send to
'auleaga	to be ugly
'aulelei	to be pretty
'āuli	an iron, to iron clothes
'aumai	to bring (to the speaker)
'aumāga	untitled men
ausa	steam, smoke
'afa	half; sennit (a)
afā	a hurricane
'āfai	if (future)
āfafine	daughter of a man (o)
'afakasi	part-European
afe	a thousand, to turn off (a road)

āfea	when (future)
afi	fire; motor (a)
afifī	to bundle up; parcel
afiafi	evening, sunset
afio	to come, welcome (pol.)
āfu	to perspire; waterfall
'afu	to cover (with a sheet)
aga	behavior (a)
agāga	spirit, soul
agaleaga	to be unkind, cruel
agalelei	to be kind
aganu'u	custom, culture
asasala	sin, wicked, evil
agava'a	capacity, ability
agi	to blow
ala	a road; to be awake; style, way
alaala	to dwell; to sit around and talk at night.
alaalafaga	residence (o)
ali'i	a man; man (expression)
alo	to paddle
'aloiafi	a spark
alofa	to love; love (o)
alu (pl. ō)	to go
'aluga	a pillow (o)
'āmata	to begin
āmio	conduct, behavior (a)
āmiotonu	to act properly; justice (a)
'amu'ia	to be fortunate
ana	a cave (o); his, her, its
'ana	if (past)
anafea	when (past)
analeilā	earlier today
anamua	olden times
ananafi	yesterday
ananei	just now (past)
anapō	last night
ane	alongside
'ā pe'ā	how about if (expression)

'apefa'i	a ladder (a)
'api	a notebook (a)
āsiasi	to visit
aso	day
asō	today
aso 'ātoa	whole day
aso 'uma	everyday
asu	to dish out, scoop; smoke
ata	a shadow; picture (o)
'ata (pl. talie)	to laugh
ātali'i	the son of a man (o)
atamai	to be clever
'ati	to bite (food)
atigifagu	a piece of glass
ātili	to increase; more
'ato	a basket (a)
'ātoa	to be complete
'āto'atoa	entire, whole
'ātonu	maybe, probably
'atopa'u	a suitcase, handbag (a)
atu	away from the speaker
Atua	God (o)
atualoa	a centipede
atumotu	an island group (o)
atunu'u	country (o)
ava	a passage in the reef
āvā	wife (a)
'ava	kava (o); beard (a)
āvaga	to elope
āvanoa	a space; chance, opportunity
'ave	to take
'avane	to take along ('ave ane)
'avatu	to take to ('ave atu)

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'E'

e	present tense marker; by
'e	you (sing.); by

ē	(they) whom
'ea	air; interrogatory particle
e ā	what? (expression)
e ui ina	although
e uiga'i	concerning
e lē afāina	it doesn't matter (expression)
'ele	rust
'ele'ele	dirt, earth
'eli	to dig
elo	to stink
'emo	to blink
'ese ('ese'ese)	to be different, distinct
eva	to roam about at night

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'I'

i	in; at; on; for; (also iā)
'i	directive particle; to; by; (also 'iā)
'Ī	here; yes
ia	he, she, it; these
'ia	in order to
i'a	fish
i'Ī ('ile)	here
i'ō ('ole)	there
'ioe	yes
ifo	down; to bow down
igoa	name
i le vā	in between
ili	to blow (pl. taili); harmaonica (a); whistle; fan (a)
'ili	a saw, file (a)
i lō	in comparison to
iloa	to see, to know, recognise
ina (ina 'ua)	when (past); because
'ina ('ina 'ia)	in order to, so that
'ini	to pinch; pick a guitar
'ino'ino	to hate; hatred (o)
inu (pl. feinu)	to drink
ipu	a glass, plate, dish (a)
isi	another, the other, next, someone
isu	nose (o)
ita (pl. feita)	to be angry; I, me
itiiti (pl. iti)	to be small
itū	a side (o)
itū'āiga	a kind, species, sort
itūlā	hour
itūlau	a page
itūmālō	district of the government
ivi	bone (e)

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"O"

o	to belong to; of
'o	the nominative particle; present tense marker ('o lo'o)
'oe	you (sing.)
'oi	oh! (exclamation)
o'o	to reach, to take place, to come, to pass (mai)
'o'omi	to squeeze, crush
ou	your
'ou	I
o'u	my
'outou (tou)	you (plural)
'oulua (lua)	you (pair plural)
'ofe	bamboo
ofi	to fit
'ofu	wrapped food (pālusami); garment; to wear
'ofutino	a shirt (o)
'ogāumu	an oven, stove (a)
'ogālā'au	a tree trunk (a)

'ogātotonu	the center, middle
oge	a famine
ola	to live, be alive; to be on; life (o)
ōlaga	life (o)
'ōli'oli	to be joyful
'oloa	goods, property (a)
'o lona uiga	that means, in other words
'ome (pl. 'o'ome)	to be dented
'ōnā (pl. onana)	to get drunk
ona	his, her, its
ona (ai) lea	so, so then, then
'ona ('ona 'ua)	because
'ona ('ona 'o)	because, on account of
'ona ('o'ona)	to be poisonous
onapō	times, days
oneone	sand
'ōnosa'i	patience
oso (pl. feosofi, feosoi)	to jump; food gift (o)
ota	raw fish
'ote (pl. (fe'otetei)	to scold
oti (pl. feoti)	to die
'oti (pl. (ta'oti)	to cut (hair); a goat (a)

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'U'

ū	to bite, sting; to grip tight
ua	neck (o)
'ua	present tense marker
uaea	wire (a)
uaua	a guitar string (a); vein (o)
uafu	a wharf
'ua lava	enough! (expression)
u'amea	metal (a)
uati	a watch (a)
ui	to travel along
uiga	meaning
uila	electricity; lightening; a bicycle (a)
uili	a wheel
uō	a friend
u'u	oil
ula	to make fun of; a lobster
ula (ulaula)	to smoke
'ula	a necklace
ulavale	to be mischievious
ulu	head (o); hair (o)
'ulu	breadfruit (a)
ulua'i	first
ulufale	entrance
ulufafo	exit
ulugāli'i	a married couple
'uma	to be finished; all; every
'umi (pl. 'u'umi)	to be tall, long
umu	a Samoan oven (a)
umukuka	a kitchen; cook-house
'upega	a net (a)
'upu	a word (a)
usita'i (usiusita'i)	to obey
uso	brother of a boy or sister of a girl (o)
usu	to start; to leave on a journey; to sing
uta	inland
utu	to refill a container, a ditch
'utu	a louse (lice)
'utufiti	a flea

'F'

fa'aaogā	to use
fa'aala	to awaken
fa'aali	to show
fa'aaliga	a notice (o); rehersal
fa'aāloalo	respect (a)
fā'ata	a mirror (a)
fa'a'ātoatoa	to make complete or perfect
fa'aeteete	to be careful
fa'afeagai	opposite; to face
fa'aigoa	to name
fā'aili	a musical band; to whistle; harmonica (a); whistle (a)
fa'ailoga	a sign or mark (a); price; postage stamp.
fa'aipoipo	to marry
fa'aopoopo	to add; put together
fa'aoso	stir up; to incite
fa'a'ū'ū	to be sulky
fa'auli	to drive
fa'a'uma	to finish
fa'afāfine	a transvestite
fa'afanua	a map (a)
fa'afītāuli	a problem
fa'afo'i	to return
fa'afou	to repair
fa'afuase'i	unexpectedly
fa'agesegese	slowly
fa'alā	to dry in the sun
fa'apotopotoga	a group or organization (a)
fa'alavelave	trouble; problem (o/a)
fa'alētonu	to be poorly planned
fa'alialia	to show off
fa'ali'i	to be angry; to be stubborn
fa'alili	to tease
fa'aliliu	to translate; to interpret
fa'alogo (fa'a-logologo)	to listen; hear
fā'alogo	to examine
fa'alogogatā	to be disobedient
fa'alototele	to encourage
fā'ama'i	to make sick; a disease; epidemic (o)
fa'amau	to fasten; an engagement (a)
fa'amāoni	to be loyal
fa'amāfanafana	to cheer, to comfort
fa'amāgalo	to forgive, to excuse
fa'amalama	a window (o)
fa'amālamalama	to clarify; explain
fa'amālosi	to press on with vigor; to force.
fa'amalu	an umbrella (a)
fa'amalū	a mattress (o); to digest
fa'amālū	to bathe (pol.);
fa'amanatu	to remind
fa'amanuia	to wish good luck, a graduation ceremony (a).
fa'amāsani	to become used to; to become acquainted
fa'amasino	to judge; a judge
fa'amasinoga	a trial
fa'amata	do you think (express.)
fa'amatai	matai system
fa'amatala	to explain
fa'amāvae	to bid farewell
fa'amoemoe	plans; hopes (o); to hope
fa'amolemole	please
fa'amuli	to stay behind
fa'anoanoa	to be sad; sorrow
fa'anoi	to ask permission
fa'apea	to think as; like this
fa'apē'Ī	how, whats it like?
fa'apēfea	how
fa'apēnā	like that
fa'apēnei	like this
fa'apēlā	like that
fa'api'opi'o	to be dishonest
fa'apipi'i	to stick to
fa'apu'upu'u	to make short, or cut short

fa'asā	to be forbidden; to forbid
fa'asa'o	to straighten; to make correct
fa'asāuā	to be cruel
fa'asaga	to face a direction
fa'asala	punish
fa'asāmoa	the Samoan way
fa'asino	to show how; direct; point out
fa'ata'amilo	to go around; circumnavigate
fa'ata'ita'i	to practise
fa'ata'ita'iga	an example (a); practice
fa'atau	to buy (mai); to sell (atu)
fa'atau'oloa	a shopkeeper
fa'atauva'a	to be unimportant
fa'atali	to wait
fa'atālofa	to shake hands; to greet
fa'atasi	once
fā'atasi	together
fa'ato'ā	just
fa'ato'ese	to apologize
fa'atitino	the worst
fa'atōfā	to say goodbye
fa'atonu	to direct; instruct; a director
fa'atonuga	a command (a/o)
fa'atumu	to fill
fa'atupu	to cause
fa'atusa	to be like, to compare
fa'avae	to found (i.e. foundation)
fa'avalevalea	to be foolish
fa'avavau	forever
fa'avela	to cook
fa'avevela	to heat
fai	to do, to make
fa'i	a banana (a)
fāi'ai	brains (o); baked coconut cream (a)
faia'i (fefaia'i)	make quick (expression)
faiaga	to be slow; idle

fāia'ina	to loose (a game)
faiā'oga	to teach; a teacher
faiāvā	to take a wite; to mate
faife'au	a minister (religious)
faiga	style; method (a/o)
faigatā	to be hard, difficult
faigōfie	to be easy
failautusi	a secretary
failāuga	an orator, preacher
fāilele	a woman who just gave birth (a); to just give birth
faipule	a member of Parliament
faitau (pl. fāitau)	to read; to get leaves for the umu
faitala (fāitatala)	to gossip
fāitoto'a	a door (o); an export
faiva	fishing (o)
fao	a nail (a)
fau	to construct
fautua	advice (a)
fafa	to carry on one's back
fafaga	to feed; a feeding
fafagu	to wake
fafano	to wash
fafine	a woman
fafo	outside
faga	a bay (o)
fāgota	to fish
falaoa	bread (a)
falaoamata	flour (a)
fale'aiga	a restaurant (o)
faleo'o	a small house (o)
fale'oloa	a store (o)
faleuila	a toilet (o)
falepuipui	a jailhouse (o)
falesā	a church (o)
faletalimālō	guesthouse (o)
faletua	the wife of high chief (o)

fana	a gun (a), to shoot
fanameme'i	a sling (a)
fanai'a	an explosive (a) (dynamite)
fānau	children (a), to give birth
fasi	to beat
fasioti	to kill (people)
fāsipovi	meat (a)
fātai	to cross the legs
fati	a melody (a)
fea	where
fe'ai	to be savage
fe'au	business; an errand
feagai	to be opposite or facing
fe'alasi	to smart; to sting
fealua'i	to go back and forth
feiloa'i	to meet
feoloolo	not too bad, so so
feū	to be hot, spicy
fefe	to be afraid
fefiloi	to mix up
fesili	to question; question (a)
fesoasoani	to help; help (o)
feso'ota'i	to get in contact with
fesuia'i	to replace
fetaui	to meet; join together; to fight; to fit (dress)
fetū	a star (o)
fia	to desire; how much/many
fiafia	to be happy; a celebration
fiapoto	to be concieted
fiu	to be fed up
fīlēmū	to be peaceful
fili	an enemy (o); braid (a), to braid
filifili	to choose, a chain (a)
filifiliga	a choice (a)
filo	thread
fīnau	to argue
fimagalo	a desire (o)
fisi	to peel, to skin

fitafita	a soldier
fiva	fever (o)
fōa'i	to present, to give
foe	to paddle; paddle (a)
fo'i	to return; also; too
fou	to be new; an enemy
fofō	a Samoan cure; massage
fofoga	the face (o)
fola	floor
fōliga	appearance (o)
folo (pl. fōlo)	to swallow
fōma'i	a doctor (o)
fono	a meeting (a)
fua	to measure; fruit; bloom (o); free
fuā	to be jealous (of love)
fu'a	a flag (o)
fuai'upu	a sentence (a)
fuainūmera	a numeral
fuālā'au	a fruit; pill (a)
fuāmoa	an egg (a)
fuata	a crop (a)
fue	a chief's fly swatter (a)
fuefue	to fan away flies; to whisle
fufulu	to wash
fugālā'au	a flower
fula	to swell; a boil (o)
fulufulu	hair; fur; to wash
fusi	to bind; a bandage; to hug
fusiua	a necktie (o)
fusipa'u	a belt (o)
fusu	to fight; to box
fusu'aga	a boxing match (a); a fight

#

'G'

gā'au	intestines (o)

ga'o	dripping; fat; lard
gaoi	to steal; to rob
gau	to be broken
gafa	geneology; relations
gāga'e	eastwards
gāgaifo	westwards
gagana	language
galo	to forget
galu	a breaker (sea)
galue	to work
gāluega	a job
gāsegase	to be sick; sickness
gāsese	to prepare (food)
gata	a snake; to end
gese	to be slow
goto	to sink; to set (sun)
gūgū	to be silent; dumb
gutu	mouth (o)

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'K'

kalapu	a club; night club
kālena	calendar
kālone	gallon; gallon drum
kamupanī	company
kāmuta	a carpenter
kāpeneta	a cabinet; political cabinet
kerisiano	christian
kī	a key; to turn on
Kilisimasi	Christmas
kirikiti	cricket (game)
kītara	a guitar (a)
kolisi	a college, high school
komesina	commissioner
kominisi	communist
konetineta	a continent
kōvana	governor
kuata	quarter, quart (kuota)
kuka	to cook

* * *

'L'

lā	the sun; a branch
lā'au	a tree; machine; musical instrument (a)
lāitiiti	to be sm
laofie	to be s
la'u	my
lau	a lea [illegible] (sing.)
lā'ua (lā)	they
lau'ele'ele	land
lāuiloa	to be [illegible]
lauulu	hair (hea[illegible] (o)
lāuga	a speech (a)
laulau	a table; tray (a); to serve food
laulelei	to be full of food
laumei	a turtle (a)
laumua	a capital city
laupapa	lumber (a)
lautele (pl. lāutetele)	to be wide
lafi (pl. lalafi)	to hide
lafo	to mail
lāfoga	an offering
lagi	the sky
lago	a fly
lagona	to perceive with the senses
lalaga	to weave
lale	that; there
lālelei	to be beautiful
lalo	down, below
lalolagi	the earth
lama	night fishing
lāmala	a drought
lamu (lamulamu)	to chew

lana	his, her, its
lanu	a color (o)
lāpo'a	to be large
lāpotopoto	to be round
latalata	nearby
lātou	they (pl.)
lava	enough; very; lava rock
lavalava	clothing (o)
lavea (pl. lāvevea)	to be hurt
lē	(he) whom; not
lea	this
leaga	to be bad; because
le'i	not (past tense)
lē ila	not affected or hurt
lēiloa	to be lost
lē'o	not (present tense)
leo	voice (o)
leoleo	police (o); to police
leotele	loud voice; to speak loudly
lefulefu	ashes (a)
lelā	that
lē lavā	to be bored; too tired to
lele	that; to fly (pl. felelei)
lelei	to be good, nice
lē mālie	not funny
lēmū	to be slow
lenā	that
lenei	this
lēsona	a lesson (a)
lē tāitai	not nearly
leva	a long time since
li'o	a circle (a)
liu	to change
ligi	to pour
liliu	to turn (direction)
lilo	to be secretive; hidden
loi	an ant
loimata	a tear
lo'omatua (pl. lo'omātutua)	an old woman
lou	your (singular)
lo'u	my
logo	a bell
lole	candy
loli	a truck (a)
lōloga	a flood
lololo	to be greasy; rich (foods)
loloto	to be deep
lomitusi	a typewriter (a)
lona	his, her, its
loto	soul; heart (feeling)
lotoā	an enclosure; yard (o)
loto leaga	to be jealous; envious (a)
lotu	service (religious) (a)
luelue	to sway; to rock
luga	up, above
lulu	an owl
lūlū	to shake
luma	front
lumana'i	future
lupe	a pigeon

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'M'

ma	and; with; for
mā	to be shy; to be ashamed
ma'a	a stone
ma'ai	to be sharp
ma'alili	to be cold
ma'anuminumi	to be wrinkled
maea	a rope (a)
mā'elegā	to be dilligent
mai	from
ma'i (pl. mama'i)	to be sick
maila	a mile
maile	a dog (a)

'M'

ma'imau	wasted
māimoa	to look at
mā'ona	to be full (food)
maota	the house of high chief (o) (pel. for any house)
mau	to keep; to hold tight; abundance
maua	to find (something)
mā'ua (mā)	we (pair)
maualuga	to be high
maulalo	to be low
mau'oa	to be rich
mauga	a mountain
mautinoa	to be certain
mafai	can, is possible
māfaufau	to think out
māfanafana	to be warm
māfatia	to be exhausted, overcome
māfolafola	to be flat
mafu	to be stale
māfua	to bring about, cause
māfui'e	an earthquake
māfuta	to stay with, dwell with
māgafā	a four corner intersection
mageso	itchy
mago	to be dry
mala	a disaster
malae	the open space in village; a sports ground (o)
malaga	to travel; a trip (a)
malala	charcoal (a)
mālamalama	to understand; daylight
malemo (pl. mālelemo)	to drown
malepe	to be broken
malie	a shark (a); to be agreeable (pl. mālilie)
mālie	to be funny
maliu (pl. mālilliu)	to die

'M'

malō	to be hard
mālō	congratulations (expression); a government; guest
mālōlō	to rest
mālosi	to be strong
malū	to be calm
mālūlū	to be cold
mama	a ring
mamā	to be clean
māmā	lightweight; a lung (o)
mamao	far
mamafa	to be heavy; to be pregnant
mamalu	dignity (o)
mānaia	to be attractive; smart; nice
mana'o (pl. mānana'o)	to want
mana'omia	to need
manatu	to think; a thought (a)
manatua	to remember
manava	stomach
mānava	to breathe; to rest after work
manogi	an odor (o)
manu	any living thing besides people and plants
manulele (manufelelei)	bird (a)
manuia	to be well; lucky; happiness (o)
mānumālō	to succeed
mapu	to whistle; to rest; a marble
masa'a	to spill
māsae	to tear
māsaga	twins
masalo	perhaps
māsani	to be used to; be acquainted with
māse'ese'e	to be slippery

'M'

māsesei	to be on bad terms with
mata	raw; eye (o); face (o); blade of a knife; point of a needle
mātaala	to be alert
mata'itusi	a letter of the alphabet
mātau	to observe, notice; a hook (a)
matā'upu	subject, theme (a)
mata'utia	to be terrible
matāfaga	a beach
matagi	wind
mātagōfie	to be beautiful (scenery)
mātamata	to look at
matamoe	to be a sleepy-head
matamuli	to be bashful
matanana	to be boastful; cry baby
matapogia	to faint
mate (pl. mamate)	to die (animals); to guess at
mativa	to be poor (pl. mātitiva)
mātou	we (pl.)
mātū	north
matua (pl. mātua)	parent (o)
matua (pl. mātutua)	to be old, mature
matuā	extremely
mea	a thing (a)
meli	mail
mimilo	to twist
mimita	to conceited
miti	to sip; a dream (a)
misa	an argument; to argue
mo	for
moe'i'ini	to close (eyes)
moe'umi	to oversleep
moefiti	to turn about in sleep
mo'i	really, truly
mo'o	a lizard (gecko); to admire
mō'omo'o	to yearn for

'M'

mogamoga	a cockroach
mole	to be faint with hunger
moli	an orange; soap (a)
mōlī	a light, lamp
mōlīuila	a flashligh (a)
momo'e (pl. taufetuli)	to run
moni	true
moto	to be unripe
motu	to snap; an island
mū	to burn
muamua	first
muli	the end; rear end (o)
mulimuli	last
mūmū	elephantiasis (o); red
musu (pl. mumusu)	to be unwilling
musumusu	to whisper
mutia	grass
mutu	to be cut off

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'N'

na	past tense marker
na	he, she, it
nā	those
nai	from; some
naifi	a knife (a)
naunau	to desire, want
namu	a mosquito
nāmu	an odour
nānei	later today
nanu	speak English; to stutter
na'o	only
nei	these; now
ne'i	in case, lest, for fear that
ni isi (nisi)	others
nifo	teeth (o)

'N'

nimo	to vanish
niniva	to be dizzy
nōfoaga	residence (o); place
nofonofo	to sit around
nofotāne	to be married (woman)
nuanua	a rainbow

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'P'

pā	to burst; a wall (a); a bar
pa'a	a crab
pa'e'e	to be skinny (people)
pa'i	to touch
pa'ia	to be holy, dignified
paiē	to be lazy
paipa	a pipe (a)
pa'ō	to clash about, to be noisy
paolo	to be shady; shade; inlaws, relatives (o)
pau lava	just because (expression)
pa'u	skin (o)
pa'ū	to fall
pāga	a partner (a)
pāgotā	a prisoner
pala	to be rotten
pala'ai	cowardly
palauvale	to curse, swear
pale	a crown (o)
pālota	an election
pamu	to pump; a bum; to bum
papa	rock
papālagi	a foreigner to Samoa
pāsese	passenger
pasi	a bus (a)
pata	butter (a)
pate	a bat (sports) (a)
pato	a duck

'P'

pe	or
pē	to die (animals); off (light); out (fire)
pea	to go on; a pair; pear; bear
pe'a	a bat; tatoo
pe'ā (pe'āfai)	if; when (future)
pei	to be like, to be as if
pele	sweetheart
pelē	to play cards; playing cards
penina	pearl (a)
pepe	a baby (a); butterfly
pepelo	to lie
Peretānia	Britain
pi'o	to be crooked
pi'opi'o	to be dishonest
piki'apu	a pick-up truck
pili	a lizard; a bill; to be caught, stuck
pipi'i	to stick together
pipili	to be cripple
pisa	noise
pito	the end, extremity (o)
po	or
pō	to slap; night
po'a	male (animal) (a)
pou	a post (o)
po'u	a sore (o)
pogisā	to be dark
pola	a thatch blind (a); floor blind
ponāivi	bone (o); foot (pol.) (o)
popole	to worry
poto	to be smart
potu	a room (o)
povi	a cow (a)
pū	a hole; a horn (a)
pua'i	to throw-up

'P'

puapuagā	a disaster
pu'e	to capture
pu'eata	to photograph
puipui	to protect, enclose; a wall; an enclosure
pu'upu'u	to be short
pula	to be ripe (fruits)
pule	to boss; a boss; shell fish
pūlou	a hat (o); to cover
pulu	a bomb; bullet; coconut husk; gum (a)
puna	to boil; jump; a gland; a spring
punāvai	a spring
pupula (pl. fepulafi)	to stare; to shine
pusa	a box (a)
pusaoti	a coffin(o)
puta (pl. puputa)	to be fat; stomach (o)
pute	navel (o)

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'S'

sa	past tense marker
sā	to be forbidden
sa'e (sāsa'e)	to overturn
sāisai	to tie in a bundle
saito	grain (a)
sa'o (pl. sāsa'o)	to be correct; straight
sāofa'i	the ceremony of getting a title (a); to sit
sa'olotoga	freedom (o)
saosaoa	to be fast
sau	to come (pl. ōmai); dew; your (singular)
sa'u	my
sānā	to be cruel
sāuni	to prepare

'S'

saute	south
saka	to boil food; food that has been boiled
sala	punishment
salalau	to spread about; circulate
salu	a broom (a)
sana	his, her, its
sapelu	a bushknife (a)
sapo	to catch
sasa	to whip, beat
sasae (pl. saei)	to tear
sasa'e	east
savali	to walk, (savalivali → to walk about)
savili	a breeze
sē	oh! (impatience); stickbug
seāseā	seldom
se'e (pl. sēse'e)	to slip, fall
sei	a flower behind the ear (o)
se'i	let me; let us; until
se'iloga	unless
sela	to be out of breath
sele	to shave; cut hair; to tie with a rope
seleulu	scissors
semanū	almost
sesē	mistake
siapo	tapa cloth (a)
si'i	to raise; to hold on one's lap
si'usi'u	a tail (o); end
silafia	to know (pol.)
sili	the best
sina	some; white hair
sini	an aim; target (a); gin
sipa	to be tilted

'S'

sipi	a jeep; zipper
sisi	to hoist; to hang (criminal); cheese
sisifo	west
siva (pl. sisiva)	to dance
sōia	stop it
soifua	to live; health
so'o (pl. soso'o)	to join together
so'o	any; repeatedly
sou	your (singular)
so'u	my
sogisogi	to smell something
sola	to escape, run away
sole	boy (expression)
soli	to break a law; to trample on
solo	to wipe, dry; a towel (a); to move ahead
solosolo	a handkerchief (o)
solofanua	a horse (a)
sona	his, her, its
sopo'ia	to cross (a road)
sōsō	to draw near (mai); away(atu)
sua	to flow (liquid); any liquid
suāu'u	oil
suamalie	to be sweet
suāvai	water
su'e	to look for
su'ega	test (a)
sui	to dilute; to change; money change
su'isu'i	to sew
suga	girl (expression)
sulu	to put on a garment; to light up
susu	milk; breast (o)
susū	to be wet; to be welcome
susuga	sir (a)
susunu	to burn

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'T'

tā	to strike; to play; tar
ta'a	run freely; to roam about; a girl's boy-friend
tā'ai	to roll up (cigarette)
ta'alo (pl. tā'a'alo)	to play
ta'alolo	ceremonial food and gift presentation
ta'amilo	to go around
tā'ape'ape	to scatter
ta'avale	to roll; a car (a)
ta'avili	to turn, rotate
ta'e	to crack, break
taeao	morning; tomorrow
tā'ele (pl. tā'e'ele)	to bathe; swim
tai	seaward; tide
ta'i	each; very
ta'ilo	I don't know! (expr.)
taimi	time
ta'ita'i	to lead; leader
tāofi	to stop
ta'oto (pl. tā'o'oto)	to recline
tau	to hit; to fight; a price; climate
ta'u	to tell
tā'ua (tā)	we (pair)
tāua	to be valuable; precious
taua	war
tauagavale	left (side)
tāuaso	to be blind; a blind person

tau'ave	to take on, bear
tauemu	to mock
taui	a reward (o)
taufa'ase'e	to kid, joke
taufusi	a swamp
taugatā	to be expensive, dear
taugōfie	to be cheap
taula	an anchor
tāulaga	anchorage, harbour city
taule'ale'a (pl. tāulele'a)	an untitled man
taulima	a bracelet; wrist tatoo
tauloto	to know by heart
tāumafa	to eat or drink (pol.)
taumafai	to try
taumālua	to roll, rock
taumatau	right (side)
taunu'u	to arrive
tāupou	a ceremonial virgin (a)
tausaga	year (o)
tausami	to eat (pol.)
tausi	the wife of talking chief
tausisi	to stick to; to remain
tautai	a master fisherman
tautala	to speak; to arrange
tautalaitiiti	to be cheeky
taute	to eat or drink (pol.)
ta'utino	to speak frankly; declare
tāfao (pl. tāfafao)	to roam about
tafatafa	next to
tafēfē	good gracious! (exclamation)
tafi	to clear away; a razor (a)
tafiti	to be restless
taga	to be repermitted; a pocket; a bag
tagata	a person
tagi (pl. fetāgisi)	to cry
tagivale	to cry frequently
tago	to take, touch
tāgulu	to snore
tala	a story (a)
talanoa	conversation
talatalanoa	to talk away
talavou	to be youthful
tale	to cough
talepe	to break up
tali	to answer; to support; an answer (a)
talitonu	to accept, believe
tālosaga	to petition; to pray, petition (a)
tālosia	to pray for, to hope
talu	since
tama	a boy; woman's son or daughter (a)
tamā	father (o)
tamā'ita'i	a lady
tamaitiiti (pl. tamaiti)	children (a)
tamāloa (pl. tamāloloa)	a man
tamo'e (pl. tāmomo'e)	to run
tāne	husband
tanu (pl. tatanu)	to bury
tapa'a	tobacco (a)
tapē	to kill (animals); to shut off, switch off
tapena	to tidy
tapili	to fan, wave
tāpua'i	not to participate
tāpuni	to close
tātā	to play (musical instrument)
tatau	to strain; to be proper, necessary
tatala	to open
tatalo	to pray

'T'

tātou	we (pl.)
te'a	to pass; beyond; depart; parted; dismissed
te'i	to be startled
tei	a younger sibling (o)
teine	girl
teu	to keep safe; to tidy; to decorate
teutusi	envelope (a)
tele (pl. tetele)	many; large; great
telefoni	to telephone; a telephone
tepa (pl. tētepa)	to glance at
tete	to shake
tēte'a	to divorce
tia'i	to throw out
ti'eti'e	to sit upon; to ride on
ticata	eye glasses (o); glass
tīfaga	a movie; to go to a movie
tīgā	to be painful
tīlotilo	to stare at, peer at
timu	to rain
tinā	mother (o)
tino	body (o)
tipi (pl. tatipi)	to cut; operate
tō (pl. totō)	to plant; to be pregnant
toa	a rooster; a brave person
toafa	barren land; desert
tō'aga (pl. tō'a'aga)	to be diligent, zealous
to'alua	spouse (o)
toe (pl. totoe)	to remain over
toe	again
toeafe	try again a thousand times! (expression)
toea'ina (pl. toea'i'ina)	an old man
toeitiiti	soon; just about; nearly

'T'

to'ona'i	the meal on Sunday afternoon (a)
tōfā	to sleep; goodbye! (exp.)
tofotofo	to taste
tofu	to distribute or receive part of something
togālā'au	a garden
togāniu	coconut grove
togi	to throw
tolotolo (pl. fetolofi)	to crawl
tonu	a plan (a)
tope	hurry! (expression)
toso	to pull
toto	to bleed; blood (o)
totogi	to pay; salary (o)
totonu	inside
tuai	to be late; old
tuafafine (pl. tuafāfine)	a man's sister (o)
tuagane (pl. tuagāne)	a woman's brother (o)
tuana'i	the past
tuātusi	an address
tui (pl. fetui)	to stab; vaccinate (o)
tui	a fork (a)
tu'i (pl. (tatu'i)	to knock; to punch
tu'u (pl. (tatu'u)	to put; to give (mai); to leave; give up
tū'ua	to be finished, break up; leave (tu'ua)
tū'uga	a race (a)
tu'ugamau	a grave (o)
tufatufa	to distribute
tufuga	a craftaman
tulāfale	an orator
tulāfono	a law (a)
tūlaga	status, rank; situation; position; platform

'T'

tūlau'ele'ele	to land (of airplane)
tūlei	to push
tuli (pl. tutuli)	to chase
tulimanu	a corner (o)
tulou	excuse me! (expression)
tūmau	to be firm, fixed, steadfast
tunu (pl. tutunu)	to bake, broil
tupe	money (a)
tupu (pl. tutupu)	to grow, to happen
tupu	king (o)
tupua	a riddle (a)
tupulaga	generation (o)
tusa (pl. tutusa)	to be like; alike
tusi (tusitusi)	to write (pl. tutusi); book; letter
tutu (pl. tatutu)	to light (lamp, fire)

* * *

'V'

vā	the space between two things
va'a	a boat (o)
va'ai (pl. vā'ai)	to look at; supervise
va'aiga	a sight
vae	leg, foot (o)
vae atu	if I may say! (expression, polite)
vāega	a part of, portion
vāevae	to divide into pieces, division
vai	water; medicine (o)
vāiaso	week
vailā'au	medicine; drugs (a)
vāitaimi	interval; period
vaitafe	river

'V'

vaitūloto	lake
vaivai	puddle
vāivai	weak, soft
vao	bush; grass
vaganā	except
vala'au (pl. vāla'au	to call
vale	a fool
valea (pl. vālelea)	to be stupid
vali	to paint; paint (a)
valu (pl. vavalu)	to scrape, scratch
vanu	valley
vasa	ocean
vasega	class (a)
vavae	cotton tree (kapok)
vave (pl. vavave)	to be quick
vaveao	dawn
vela	to be cooked (food); ready
vele	to weed by hand
velo	to spear
vevela	to be warm; hot
vili	to spin; to ring (telephone)

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